

The One-to-One Initiative and Its Effect on Knowledge, Learning and the
Positioning of English Language Arts Teachers

By

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Deborah Lopez-Boren

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Dr. Heidi Hallman, Chair

Dr. Mary Lynn Hamilton

Dr. Arlene Barry

Dr. Karen Jorgensen

Dr. Melinda Leko

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The Dissertation Committee for Deborah Lopez-Boren certifies that this is the approved version
of the following dissertation:

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Language Arts Teachers

Chairperson Dr. Heidi Hallman

Date Approved:

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Abstract

The impact of the One-to-One Initiative in secondary English Language Arts classrooms was the focus of this study. Specifically, the consequences a laptop for each student had on teachers' pedagogical, philosophical, and emotional positioning in the classroom and how they narrate their positional change. Additionally, teachers' view on learning and knowledge acquisition with the insertion of technology was explored. The questions researched were:

1. How is teacher positioning affected due to the One-to-One Initiative, and how then do teachers narrate that positional change in relationship to the One-to-One Initiative?
2. How do teachers view technology as a pedagogical tool in knowledge and learning, and how do they negotiate the use of technology in pedagogical decisions?

These questions were examined through the lenses of *mercantilism* (Lyotard) and the oppressor and the oppressed (Freire). This qualitative case study (Denzin & Lincoln) included three participants who were selected from one school district; however, they came from two different high schools. Additionally, I included myself in the study (Hamilton, M. L.). The data was inductively and deductively interpolated and analyzed through the two lenses. My findings indicated that technology in the classroom does impact teacher positioning and their pedagogical view of knowledge and learning. Therefore, decision makers should use consideration and care throughout the adoption and implementation process because the initiative can both positively and negatively affect teacher position and their views on learning and knowledge acquisition.

Keywords: One-to-One Initiative, digital initiative, Positioning Theory, Narrative, Career Stages, Critical Friend, Freire, Lyotard

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For Dad, Mom, and B

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It is paramount that I first thank my participants who granted me the honor of joining their classes, observing them in action, and learning from our insightful conversations. They are all incredible people and educators, and I am so grateful to have had the opportunity to tell their stories. It is my hope that through the sharing of their experiences much needed attention and care will be given to educators who are being directed to welcome a new entity into their classroom community, an entity that will undoubtedly alter their ecological teaching landscape.

This has been a long journey for me, and I would not have been able to arrive at this point without the unwavering support and guidance of my advisor and committee chair, Dr. Hallman. She joined me on my path midway through, and I do not know what I would have done without her. I am truly blessed to have had her in my corner, encouraging me every step of the way.

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This journey would not have been possible without the love of learning and inquiry that my parents instilled in me as a little girl. My dad's infinite curiosity about all things, and his passion for conversing about intellectual matters were gifts he gave me every single day without even realizing it. Likewise, while my love for reading has always seemed to be innate, I realize that the seed was planted and nourished each time I watched my mom curl up on the couch and get lost in a great book in the little spare time she had.

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Finally, I share this all with B and thank him for never letting me quit. He is the ultimate coach, which is exactly what I needed to keep me going when I thought it impossible. Eagan, my dream come true, and Caeden, my star, thank you for being my inspiration.

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Chapter One

Introduction and Statement of Problem

With the omnipresence of technology in our society, it is important for researchers to study its integration and therefore impact on teachers across the United States. The current implementation of the One-to-One Initiative in many districts, specifically high schools and middle schools, throughout the country provides an optimal landscape for qualitative research to take place. The act of researching technology in the classroom is not an unique endeavor; however, the majority of the research that has been conducted has focused on (Beck & Wynn, 1998; Cohen, 2011; Ozen, 2013; Singer & Maher, 2007) preservice teachers and their technological readiness, (Rosenfeld & Martinez-Pons, 2005; Wright & Wilson, 2011) the utilization of technology in the classroom, (Curry-Corcoran & O'Shea, 2003; Howland & Wedman, 2004; Tovani, 2010) teacher/faculty training for the 21st Century classroom, and (Angeli & Valanides, 2009; Graham, 2011; International Society for Technology in Education, 2008; Rochette, 2007), the benefits technology has brought to pedagogical content. In addition, some research has been conducted on the implementation of the One-to-One Initiative itself (Bouterse, Corn, & Halstead, 2009), (Weber, 2009), (Storz, & Hoffman, 2013), (McLester, 2011), (House, 2013). Conversely, fewer studies have focused on the impact technology and this particular initiative has had on knowledge, learning, and the positioning of teachers within the classroom community.

In this study I focused on how the One-to-One Initiative impacts knowledge, learning, and the positioning of teachers in their classrooms with their students because it afforded a technological environment that could then be examined through the lenses of theorists Jean-Francois Lyotard (1979), specifically Lyotard's theory of *mercantilism*, and Paulo Freire (1970,

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1992) focusing on Freire's theory of the oppressor/oppressed and the relationship between the educator and educand. In this research study, both philosophers and their theories were juxtaposed with the idea that technology has the power to position a teacher in an uninhabitable space, perhaps even creating a sense of marginalization and/or decentering, which I pose is a situation that has come into existence primarily through the infusion of technology in the classroom.

The idea of educator and educand stems from Freire's (1970, 1992) position as a self-proclaimed progressive educator. In *Pedagogy of Hope* (1992), Freire found himself working through a philosophical emotional struggle when lecturing to a group of Chilean peasants. The struggle existed because he did not want to witness himself in a light that was intellectually greater than his "students," the peasants. Instead, he strived to be their equal each bringing their own unique knowledge to the learning moment.

He explained,

My experience has taught me that *educands* need to be addressed as such; but to address them as *educands* implies a recognition of oneself, the educator, as one of two agents here, each capable of knowing and each wishing to know, and each working with the other for an understanding of the object of cognition. (Freire, p. 37-8)

Hence, in researching the role of technology in the classroom and its ability to impact the ideas of knowledge, learning, and the positioning of teachers and students alike, Freire's *educator* and *educand* terminology crystalizes the image needed to appreciate the tension that might exist due to the presence of technology.

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As Freire (1992) posited,

Educands recognize themselves as such by cognizing objects—discovering that they are capable of knowing, as they assist at the immersion of *significates*, in which process they also become critical “significators.” Rather than being educands because of some reason or other, educands need to become educands by assuming themselves, taking themselves as cognizing subjects, and not as an object upon which the discourse of the educator impinges. (p. 38)

Depending upon how technology is utilized by the teacher and student, Freire’s (1970, 1992) theory provides a unique prism through which teacher positioning may be examined.

The way in which teachers view their place in the classroom reaches far beyond the physical dimensions of the space. How teachers position themselves is encompassed and therefore affected by their emotional, psychological, philosophical and pedagogical beings. Therefore, it is imperative to keep in mind all that might be impacted when introducing or mandating a new element, such as the One-to-One Initiative, to the classroom ecology. Spires, Oliver, and Corn (2011) explored this phenomenon in “The New Learning Ecology of the One-to-One Computing Environments: Preparing Teachers for Shifting Dynamics and Relationships” and suggested, “that the use of one-to-one laptop computers with constant and immediate access to information and teacher and learning dispositions supporting self-directed, self-regulated, and creative learning would be coupled with increased personalization, relevance, and intensity in learning” (p. 64). Conversely, Lee, Holenbrand, Spires, and Wiebe speculated (as cited in Spires et al., 2011)

that in many instances, the one-to-one environment in the classroom, pushed teachers toward instructional personalization through triage, or the sorting and prioritizing of the

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students' needs rather than through the teachers embracing personalization as a vehicle of instructional transformation. (p. 64)

I asserted that this “push” as described by Lee et al. is one example of how teachers may find themselves wrestling with and for their position in the classroom due to the insertion of a new element, and Lee et al. (2011) indicated (as cited in Spires et al., 2011), “Relationships that change under one-to-one computing conditions within the school level include those between students, between students and teachers, between teachers, and between teachers and administrators,” which underscores the palpability that exists for those who are impacted by the adoption of technology, particularly teachers working to establish their emotional, philosophical, and pedagogical positions in their classroom.

It was with this premise in mind that I formulated my research questions.

The research questions I investigated throughout the duration of my study were:

1. How is teacher positioning affected due to the One-to-One Initiative, and how then do teachers narrate that positional change in relationship to the One-to-One Initiative?
2. How do teachers view technology as a pedagogical tool in knowledge and learning, and how do they negotiate the use of technology in pedagogical decisions?

Problem and Conceptual Framework

Technology. It is evident with the infusion of technology in the classroom, most specifically with each student provided his/her own laptop (One-to-One Initiative), there would exist an overwhelming curricular pressure for the technology to take center stage and be an expectedly prominent component of the daily classroom environment. With that pressure inevitable changes occur in teacher pedagogy, which eventually impacts student learning. As a consequence, the definition and/or theory of knowledge as well as the definition of learning

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evolve, once again, as they have throughout America's educational historical narrative.

Likewise, while teacher positioning has been affected before through the implementation of new curricular strategies and methods, such as cooperative learning, collaborative teaching, and differentiated instruction, the positional shift due to the increased use of technology entails a much deeper emotional and philosophical alteration of the fabric of the educator's identity and relationship with his/her students than previous mandates which were also marketed as being the most effective ways of teaching (Spires, Oliver, & Corn, 2011; Storz & Hoffman, 2013). The difference lies in the element of power the technology holds both symbolically and literally.

Technology has the power to redefine what knowledge is and how it is acquired and therefore what it means to learn. Lyotard (1979) explained this as, "These technological transformations can be expected to have a considerable impact on knowledge. Its two principal functions—research and the transmission of acquired learning" (p. 4). Likewise, Freire (1992) stated, "Never perhaps, has the almost trite concept of exercising control over technology and placing it at the service of human beings been in such urgent need of concrete implementation as today..." (p. 122). With that in mind, technology has the power to take "control" away from the teacher as far as what the focus of learning is and what knowledge is being acquired.

Technology has the power to cause a feeling of marginalization in the teacher and a deconstruction of the power of discourse and dialogue, which are paramount to the practice and development of critical thinking. Therefore, an important aspect to be explored as a component of this initiative is the impact it has on the theory of knowledge and how knowledge is transmitted and therefore acquired.

According to dictionary.reference.com, knowledge means: Noun—1. acquaintance with facts, truths, or principles, as from study or investigation; general erudition, 2. familiarity or

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conversance, as with a particular subject or branch of learning; Adjective—3. creating, involving, using, or disseminating special knowledge or information.

Are the aforementioned definitions already outdated in light of such a technologically saturated society? Since students have the ability to do a Google search and find an answer/information with a tap of a finger or swipe of two or three, is it accurate to define knowledge as “acquaintance with facts, truths, or principles, as from study or investigation...” (dictionary.reference.com)? Are students able to conduct a “familiarity or conversance, as with a particular subject or branch of learning” (dictionary.reference.com)? Are they able to authentically “create, involve, use, or disseminate special knowledge or information” with a laptop as their main resource (dictionary.reference.com)? Some in the field of education, like Crockett, Jukes, and Churches (2011), claimed a resounding “Yes!”, others, for example, Lyotard (1979) and Postman (1992) were more than wary of the impact technology was having and will have on the current and future generations of students and teachers.

For some, technology has the attractive quality of being the great equalizer in that it levels the playing field for all students. If every person in the room has the ability to access the same information in the same way then, theoretically, the barriers that once existed are eradicated. Socioeconomic, race, and ethnicity, for example, no longer have an inequitable impact on the student’s educational opportunities. Therefore, technology through the One-to-One Initiative may in itself be the greatest tool for the democratization of America’s educational system. However, with this new tool of hope, comes consequences that may inadvertently cause an unexpected and unanticipated inequity, perhaps even a marginalization of one of the main stakeholders, within the classroom: The positioning of the educator with and to the educand (Freire, 1970, 1992) within the learning environment. Additionally, the device itself could

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potentially envelope the spaces of teaching and pedagogy that were once embraced by the educator thereby altering the educator/educand relationship, particularly in the crucial area of developing skills of discourse, and consequently, critical thinking.

It is clear that if technology is to act as a partner or even the catalyst for the democratization of schools, much thoughtful consideration and critical dialogue must take place locally to create a phenomenon of equality for all stakeholders maintaining that the "...skillful teacher/knowledgeable other cannot be discounted" (Gomez, Schieble, Curwood, & Hassett, 2010, p. 20) thereby avoiding any chance of marginalization. Perhaps Derrida's insight on deconstruction resituated by Spivak (1999) when theorizing on marginalization best accentuates this situation:

The movements of deconstruction do not destroy structures from the outside. They are not possible and effective, nor can they take accurate aim, except by inhabiting those structures. Inhabiting them in a certain way, because one always inhabits, and all the more when one does not suspect it. (p. 172)

According to this premise, both educators and educands may be displaced or marginalized in their classroom community through the infusion of technology, yet in its subtleness they may not even be aware of the deconstruction itself. If this is the case, then what affect does this type of marginalization have on the educator in the classroom society/education?

Organization of Dissertation

After my introduction, chapter two delves into the literature that inspired my research questions and therefore research overall. Lyotard's theory of *mercantilism* outlined in *The Postmodern Condition: A Report on Knowledge* (1979) and Freire's postulation on the oppressed and oppressor in *Pedagogy of the Oppressed* (1970) and *Pedagogy of Hope* (1992)

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engaged with my own philosophy regarding knowledge and learning in relation to the intimate art of teaching and a teacher's position in the classroom. Coupled with the One-to-One Initiative, which provides a laptop to every student in the classroom, I was able to view my participants' experiences through those two lenses, *mercantilism* and the oppressor and the oppressed, and weave their narratives utilizing those particular threads. Specifically the questions:

1. How is teacher positioning affected due to the One-to-One Initiative, and how then do teachers narrate that positional change in relationship to the One-to-One Initiative?
2. How do teachers view technology as a pedagogical tool in knowledge and learning, and how do they negotiate the use of technology in pedagogical decisions?

guided my research. Additionally, Postman's *Technopoly The Surrender of Culture to Technology* (1992) and *Literacy is Not Enough: 21st Century Fluencies for the Digital Age* (2011) by Crockett, Jukes, and Churches served in a supportive sense providing additional insight to the importance and impact technology has had and will continue to have on society both locally and globally.

The approach I took methodologically is explained in chapter three. This qualitative study includes the triangulation of data gathered through observations, interviews, and artifact collection. Case study was utilized for "both a process of inquiry about the case and the product of that inquiry" (Denzin & Lincoln, 2005, p. 444). Positioning Theory (Harre, Moghaddom, Cairnie, Rothbart, & Sabat, 2009; Harre & Van Langenhove, 1998) allowed for the examination of my participants' place in the classroom ecology, while Career Stage (Day, 2008) provided a basis by which to frame my participants' years of experience in relation to the research questions. Narrative (Caduri, 2013; Connelly & Clandinin, 1999; Clandinin, Pushor, & Orr,

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2007) was the genre that afforded me the opportunity to craft my participants' and my stories to reveal our common struggles and feelings about the One-to-One Initiative. Hence, I included myself in the study to provide added depth and dimension to my storytelling (Hamilton, 1998). Through the incorporation of a critical friend (Schuck & Russell, 2005; Costa & Kallick, 1993), I was able to exercise a deeper reflection of my own experiences and biases.

Included in chapter three as well is a snapshot of my three participants and the context in which the research was conducted. Since I included myself in the study, an explanation is provided as to my place as researcher and participant. Lastly, I explain the importance of establishing relationships with my participants that were steeped in trust and respect for the credibility, transferability, dependability, and confirmability of my study (Lincoln & Guba, 1985). Likewise, in viewing myself as "the research instrument" (Marshall & Rossman, 2011, p. 116), I shared the need for "full and complete disclosure" (Patton, 2002) with my participants.

In chapter four my participants' and my stories are told in depth. With support from my observation field notes, formal interviews, and informal conversations, I was able to weave an accurate picture of the affect the One-to-One Initiative has had on Mae, Elaine, and Brandon in relation to my research questions. Additionally, my story is presented in chapter four as the self-study component.

Chapter five yields a multifaceted discussion explaining the interplay between my findings, research questions, and the theoretical lenses of Lyotard (1979) and Freire (1970, 1992). Specifics that were gathered from my participants' and my stories are incorporated to support the comprehensive conversation, and final concluding thoughts are conveyed for future consideration regarding the One-to-One Initiative and its impact on teachers, knowledge and learning.

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Chapter Two

Literature Review

With the implementation of the One-to-One Initiative in classrooms all over the country, teachers and students alike are unwittingly participants in an evolutionary educational moment. Because of the potential power technology may wield over knowledge and learning, it inadvertently extends that power, and therefore influence, to the teacher's position in the classroom environment. How teachers interact with the technology and allow it to affect their whole teacher self is worthy of close examination. Philosophers Jean-Francois Lyotard and Paulo Freire provided theoretical lenses through which the research questions:

1. How is teacher positioning affected due to the One-to-One Initiative, and how then do teachers narrate that positional change in relationship to the One-to-One Initiative?
2. How do teachers view technology as a pedagogical tool in knowledge and learning, and how do they negotiate the use of technology in pedagogical decisions?

were effectively analyzed.

While Lyotard formulated his theory *mercantilism* in 1979 in France and Freire postulated his theory of the oppressor and the oppressed nearly ten years earlier (1970) in Chile, when juxtaposed with one another, they serve as unique companion lenses through which the positional struggle educators may endure because of the One-to-One Initiative may be explored. Specifically, when looking at the impact a laptop in the hands of each and every student might have on knowledge and learning in conjunction with teacher and student positioning in the classroom environment, Lyotard's (1979) *mercantilism* creates the perspective of the shifting paradigm of knowledge acquisition in a postmodern era due to advancements in technology. His assertion in this postmodern space was that a tension exists between the narrative and

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scientific fields. A consequence of that tension is the alteration of what knowledge is and how it is acquired. Lyotard (1979) explained, “The nature of knowledge cannot survive unchanged within this context of general transformation. It can fit into the new channels, and become operational, only if learning is translated into quantities of information” (p. 4). Likewise, he predicted, “Knowledge is and will be produced in order to be sold, it is and will be consumed in order to be valorized in a new production: in both cases, the goal is exchange” (Lyotard, 1979, p. 4).

Therefore, by applying this idea of *mercantilism* to Freire’s (1970) oppressor and oppressed theory, the argument was formed that in this new technological world of education, specifically the One-to-One Initiative, the nature of knowledge will undergo a metamorphosis thereby causing teachers to experience a role change from being a knowledgeable, professional expert to a peddler of goods (knowledge in its new form), and are at the mercy of the consumer (the student) per the devices and those who mandate their use.

When layering Freire’s (1970, 1992) theory on the change in teacher position as described previously, the situation could be viewed as teachers under the oppressive hand of the technology, and those who mandate the use of technology, as the oppressors, or even the technology itself. As Freire (1970) explained,

More and more, the oppressors are using science and technology as unquestionably powerful instruments for their purpose: the maintenance of the oppressive order through manipulation and repression. The oppressed, as objects, as ‘things,’ have no purposes except those their oppressors prescribe for them. (p. 42)

Further, Lyotard’s (1979) *mercantilism* can be transposed with Freire’s (1970) description of oppression as a form of necrophilia--“Oppression—overwhelming control—is

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necrophilic...Based on a mechanistic, static, naturalistic, spatialized view of consciousness, it transforms students into receiving objects...” (p. 58), and while Freire is comparing this to banking education, the condition is applicable to the infusion of technology as well.

Lastly, Freire (1970) claimed,

If people, as historical beings necessarily engaged with other people in a movement of inquiry, did not control that movement, it would be (and is) a violation of their humanity. Any situation in which some individuals prevent others from engaging in the process of inquiry is one of violence. The means used are not important; to alienate human beings from their own decision-making is to change them into objects. (p. 66)

When taken into account the fact that my participants had no voice in the decision to adopt the One-to-One Initiative or in the implementation of the devices into their classroom communities, the picture painted by the above quote unites Lyotard (1979) and Freire (1970, 1992) in that it demonstrates one way in which a person can become oppressed and the consequence that ensues because of that oppression.

Both Lyotard’s (1979) *mercantilism* and Freire’s (1970) oppressed and oppressor provocative theories inspired my research questions and provided the lenses through which I analyzed my data and crafted the narratives of all my participants, including myself.

Jean-Francois Lyotard—technology. An important aspect to be explored as a component of this initiative is the impact it has on the theory of knowledge and how knowledge is transmitted and therefore acquired. Lyotard considered this situation as early as 1979. The theory he posited, known as *mercantilism*, provides an explanation of the impact of technology on knowledge. Lyotard (1979) proposed his thoughts on, “the status of science and technology,

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of technocracy and the control of knowledge and information today” (p. viii). Lyotard’s (1979)

objective was to explore, “the condition of knowledge in the most highly developed societies”

(p. xxiii). Likewise, he identified legitimization as a problem and explained it as, “the field within which I intend to consider the question of the status of knowledge” (Lyotard, 1979, p.6).

He defined postmodern as, “incredulity toward metanarratives” and indicated that the incredulity

“is undoubtedly a product of progress in the sciences: but that progress in turn presupposes it”

(Lyotard, 1979, p. xxiv). Additionally, his hypothesis was “that the status of knowledge is

altered as societies enter what is known as the postindustrial age,” which has been in transition

since the 1950s (Lyotard, 1979, p. 3).

The transferring of information and therefore the theory of knowledge and how it is acquired has undergone a significant transformation. Lyotard (1979) explained that this evolution in technology, “can be expected to have a considerable impact on knowledge” with “research and the transmission of acquired learning” being its two principal functions (p. 4). The evidence of this is clear as school districts across the country furiously dig for funds to support the One-to-One Initiative in turn placing in the hands of each and every student a new way to learn and therefore acquire knowledge. Lyotard (1979) acknowledged this transformation in learning in pointing out, “the proliferation of information-processing machines is having, and will continue to have, as much of an effect on the circulation of learning as did advancements in human circulation”(p. 4). This techno-evolutionary path lead Lyotard (1979) to his theory of *mercantilism* in which he argued that “old principle” of knowledge acquisition is “indissociable from the training (Bildung) of minds” (p. 4) and, in fact, it will become obsolete. Using consumer-rich diction, he explicated,

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The relationship of the suppliers and users of knowledge to the knowledge they supply and use is now tending, and will increasingly tend, to assume the form already taken by the relationship of commodity producers and consumers to the commodities they produce and consume—that is, the form of value. (Lyotard, 1979, p. 4)

In addressing the value of knowledge in relation to *mercantilization* and consumerism, Lyotard (1979) introduced the element of power that is typically associated with knowledge and therefore its connection to society and culture as a whole. He explained that, “flows of knowledge” would be reserved for the “decision makers” (superintendents and school boards, for example) as “investment knowledge,” while “payment knowledge” would be allocated to the individual (teacher, student, worker) “to optimize the performance of a project” (Lyotard, 1979, p. 6). Power, therefore, is placed in the hands of those who are above the perceived debt-weight of society. Lyotard (1979) considered this dichotomy as a legitimation problem. One in which he questioned, “the status of knowledge” (Lyotard, 1979, p. 6).

If the value of knowledge and therefore the power associated with it is *mercantilized* then the cost will be advanced to the consumer and knowledge and power are “simply two sides of the same question: who decides what knowledge is, and who knows what needs to be decided?” (Lyotard, 1979, p.9). Lyotard (1979) stated, “the question of knowledge is now more than ever a question of government” (p.9). From this perspective he postulated regarding who would have ultimate access to the information that computers’ databases have in storage. Whoever has access to this “knowledge” will be the societal power-holders, the “ruling class,” the “prerogative of experts of all stripes” (Lyotard, 1979, p.14).

Postman in *Technopoly* (1992) provided a skeptical glance at the emphasis of technology in our society and intimated a philosophy that parallels Lyotard’s. He referred to knowledge as

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“those deeply embedded habits of thought which give to a culture its sense of what the world is like—a sense of what is the natural order of things, of what is reasonable, of what is necessary, of what is inevitable, of what is real” (Postman, 1992, p.12). When technology becomes a variable in the knowledge and learning equation, the variables themselves inevitably acquire a different tone and function, a space where technology is not seen as the most effective pedagogical instrument.

Paulo Freire—teacher positioning. As technology increasingly becomes the nucleus around which all curriculum development orbits, educators, administrators, and policy makers need reflect on Freire’s (1970, 1992) educational ideology to combat the possible decentering of teachers and students and promote the democratization of education. Freire (1992) maintained that educators have a responsibility to position themselves as equal partners in the learning process with their students, or educands stating, “even when one must speak to the people, one must convert the ‘to’ to a ‘with’ the people. And this implies respect for the ‘knowledge of living experience’ of which I always speak, on the basis of which it is possible to go beyond it” (p. 20).

However, what might Freire’s (1970, 1992) proposal look like in a room full of “InfoWhelm” (Crockett, Jukes, Churches, 2011) students whose focus has shifted from one of engagement with the teacher and fellow classmates to their laptops that allow for instantaneous and infinite opportunities for scanning information and being entertained? If the purpose of the devices, according to the superintendents who mandate their implementation, is to produce individuals who are workplace or university ready, or as Crockett, Jukes, and Churches (2011) declared, “The bottom line is that schools must change drastically if we are to reverse the growing disconnect between being school-smart and being street-smart” (p.4) then the expectation is that

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teachers will create and/or follow curricular objectives that utilize the technology to the fullest extent. Therefore, through the implementation process and adopting and/or participating in the development of a digitally based curriculum, are teachers becoming pseudo-exiles from their own “lands” through marginalization? Freire (1992) eloquently described what one feels when he/she is exiled from his/her home, and it resonates with what teachers may feel through the process of integrating technology into their classrooms: “No one leaves his or her world without having been transfixed by its roots, or with a vacuum for a soul” (p. 24). Furthermore, he expressed,

...one of the serious problems of the man or woman in exile is how to wrestle, tooth and nail, with feelings, desire, reason, recall, accumulated knowledge, worldviews, with the tension between a today being lived in a reality on loan and a yesterday, in their context of origin, whose fundamental marks they come here charged with, (Freire, 1992, p. 25)

which describes precisely what emotions a teacher, particularly a practiced teacher, might experience through the implementation of technology. Freire (1992) continued to explain, “At bottom, the problem is how to preserve one’s identity in the relationship between an indispensable occupation in the new context, and a preoccupation in which the original context has to be reconstituted” (p. 25). Is it possible for teachers to experience not only a repositioning within the context of the classroom community but also a sense of exile and/or marginalization, a loss of identity?

In an attempt to curtail and/or survive the imminent consequences of the unavoidable One-to-One tsunami and perhaps even exercise some “control” over the situation, Freire (1992) identified several crucial questions in which all educators, regardless of their hierarchical position, should engage in through intense, authentic dialogue:

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What content to teach, in behalf of what this content is to be taught, in behalf of whom, against what, and against whom? Who selects the content, and how it is taught? What is teaching? What is learning? What manner of relationship obtains between teaching and learning? What is popular knowledge, or knowledge gotten from living experience? Can we discard it as imprecise and confused? How may it be gotten beyond, transcended? What is a teacher? What is the role of a teacher? And what is a student? What is a student's role? (p. 124)

While these read almost with the tone of an inquisition, it only emphasizes the depth and breadth of the questions and therefore the type of discourse that needs to take place. It is necessary that all educational stakeholders take part in the conversation if the democratization of education is to take place in a positive manner through the implementation of the One-to-One Initiative phenomenon, which has come to fruition and has already begun to alter the educational landscape.

In a world where the advancements in technology continue at the speed of light and infiltrate each aspect of our daily lives, the idea of disregarding it altogether is not a realistic one. Freire (1992) intuitively advised, “whether we be mechanics or physicists, pedagogues or stonemasons, cabinetmakers or biologists, to adopt a critical, vigilant, scrutinizing attitude toward technology, without either demonizing it or ‘divinizing’ it” (p. 122). It is with this frame of consciousness that educators should integrate, operate, and manipulate the technological machine. Otherwise, the hope for a democratic educational landscape will be replaced with individuals, “without an understanding of our own selves as historical, political, social, and cultural beings—without a comprehension of how society works” (Freire, 1992, p. 123), and the monumental changes will occur with an overwhelming silence from a most critical societal

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 component, educators and educands, who will find themselves in a marginalized, powerless position both feeling the inequity of their new educational realities.

The One-to-One Initiative. In an attempt to democratize America's educational system, which J. Banks and C. M. Banks (2013) explained is "to reduce prejudice and discrimination against oppressed groups, to work toward equal opportunity and social justice for all groups, and to effect an equitable distribution of power among members of different cultural groups" (p. 49), a current phenomenon is underway, sweeping across districts where superintendents are creatively finding money in increasingly tight budgets to spend on the new silver bullet: the One-to-One Initiative. This initiative allows for each student and teacher in at least every middle school and high school to have his/her own technological device (laptop or Macbook) with the promise of more effective teaching and learning through the opportunity to better navigate, explore, and discover information that is culturally, locally, and globally relevant to the 21st Century student. As explained by Wagner (2008) (as cited in Sauers & Mcleod, 2012),

Schools today are given the task of not only educating students with the three Rs of Reading, wRiting, and aRithmetic but also are expected to give students strong backgrounds in science, technology, global studies, and a diversity of so-called '21st century skills' such as critical thinking, collaboration, agility, initiative, oral and written communication, analyzing information, and imagination. Recognizing that we now live in a digital rather than analog world, many schools are implementing one-to-one computing initiatives to help accomplish these academic goals and many others are considering making the transition. (p. 2)

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According to survey results administered to school districts across the country, Logan (2015) reported a “Significant growth in 1:1 initiatives in schools” (Amplify) with an increase in the One-to-One adoption up 12% since 2013, and within the districts who responded to the survey, 82% show an intense interest in implementing the initiative by 2017. The reasons given by school officials for the ardent adoption revolve around the anticipated and expected benefits the technology will bring for all students. Specifically, “increased student engagement, increased student achievement, and personalized instruction to meet individualized students’ needs” (Logan, 2015). Yet, with all the promise which hangs as a golden, glowing halo around the initiative, the survey results also show the worries and challenges district leaders face, such as “professional development and support for teachers” and “mobile device management” (Logan, 2015). Furthermore, the current technological infrastructure weighed heavy on their minds as a potential negative to the adoption.

Spires, Oliver, and Corn (2011) shared insight on the potential pitfalls of the initiative as it relates to teacher buy-in, which they found could be greatly affected as a result of the type of communication that exists between administrators and teachers (p. 63). They determined that encouragement and trust seemed to be key elements in facilitating a successful One-to-One implementation. Likewise, Shapley et al., (as cited in Spires et al., 2011), “hinted at leadership behaviors that might constitute a changed relationship between teachers and leaders including, ‘involving staff in decisions,’ and ‘encouraging and participating in staff development events’” (p. 66). Therefore, although research has demonstrated both advantages and disadvantages with the initiative, care must be taken in all areas in an effort to protect those who are at greatest jeopardy as well as ensure a stable democratization of the educational ecology.

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Because the curricular and democratic potential of this educational revolution is vast, theoretically, the most important educational stakeholders, students and teachers, should have a voice in the decision making process and implementation of the devices; however, as is historically seen, most often those who should be the driving force behind the initiatives instead find themselves trying to catch their breath and recapture their footing in spaces that were once familiar but now appear threatening due to a lack of self-confidence, inexperience, fear, and perhaps “naïve consciousness” (Freire, 1992) in conjunction with a lack of communication from superintendents and building principals alike regarding the reason, purpose, and realistic expectations of the implementation. These spaces Freire (1992) referred to are “network[s]” or ‘subsystem[s]’ that allow for teachers to “make a contribution to government change in a democracy” and therefore create a situation in which “the democratization of the school is not a sheer epiphenomenon, the mechanical result of the transformation of society across the board, but is itself a factor for change as well” (p. 112).

In the Foreword of *Pedagogy of the Oppressed* (Freire, 1970), Shaul stated, “Our advanced technological society is rapidly making objects of most of us and subtly programming us into conformity to the logic of its system. To the degree that this happens, we are also becoming submerged in a new ‘culture of silence’” (p. 15). In democratizing society and therefore schools, it would seem, ideally, that all participants in the community would have a voice in the transformation and contribute as factors of change. Likewise, if creating critical thinkers is a goal paramount to this democratic society, the element of deep, authentic discourse should not and cannot be ignored.

Crockett, Jukes, and Churches (2011) summarized the importance of critical thinking in the digital age through the categories of “problem solving, creativity, and analytic thinking” (p.

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19). Problem solving is described as, “Students need the ability to solve complex problems in real time”; creativity they explained as, “Students need to be able to think creatively in both digital and non-digital environments to develop unique and useful solutions”; lastly, analytical thinking is determined through, “Students need[ing] the ability to think analytically, which includes facility with comparing, contrasting, evaluating, synthesizing, and applying without instruction or supervision and being able to use the higher end of Bloom’s taxonomy” (p. 19).

However, without the critical component of discourse, a democratic society is not possible because it would lack citizens who are capable of critical thinking because they have been immersed in a “culture of silence” (Freire, 1970, p. 15) which breeds and promulgates a society of oppression. In fact, Freire (1970) described this situation as, “the oppressors are using science and technology as unquestionably powerful instruments for their purpose: the maintenance of the oppressive order through manipulation and repression” (p. 42). In the curriculum development arena, this technological oppressiveness could have a significant impact on maintaining an equitable classroom environment.

In addition to this silence, Shaull posited in the Foreword,

The paradox is that the same technology that does this to us also creates a new sensitivity to what is happening. Especially among young people, the new media together with the erosion of old concepts of authority open the way to acute awareness of this new bondage. (Freire, 1970, p. 16)

Hence, this tool of democratic hope has the possible consequence of oppressing those whom it was meant to “free.” This proves true for both educators and educands. For as Freire (1970) explained of the oppressed, “a pedagogy which must be forged with, not for, the oppressed...in the incessant struggle to regain their humanity. This pedagogy makes oppression and its causes

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objects of reflection by the oppressed, and struggle for their liberation” (p. 30). Additionally, he warned, “Never perhaps, has the almost trite concept of exercising control over technology and placing it at the service of human beings been in such urgent need of concrete implementation as today—in defense of freedom itself, without which the dream of a democracy is evacuated” (Freire, 1992, p. 122). Superintendents, building principals, and curriculum specialists need to become cognizant of the potential impact the One-to-One Initiative might have on educators and students, and the silent power struggle that could possibly ensue from such a critical mandate.

Chapter Three

Methodology

Introduction.

This chapter provides a detailed discussion of the methodology used for this study. The ways in which data was gathered and the explanation for selecting those strategies is included as well as a description of the inductive/deductive coding process I implemented in synthesizing the data. The theories on which my research hinged are discussed at length to provide an accurate picture of the full scope of the analysis. Additionally, the chosen district and high school settings are described, and the participants are introduced as well as the way in which they were invited to join the study and the selection process.

Conceptual Framework—Positioning Theory

In an attempt to authentically and accurately collect, analyze, and weave the stories my research participants shared through our interview conversations, artifacts, such as plan books and photographs of student work, and classroom observations, as well as my own story, it was paramount that I was able to derive the meaning that exists within and throughout their lived experiences and mine. Therefore, Positioning Theory (Harre, Moghaddam, Cairnie, Rothbart, &

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Sabat, 2009; Harre & Van Langenhove, 1998) served as the conceptual framework of my

research because it “refer[s] to cognitive processes that are instrumental in supporting the actions people undertake particularly by fixing for this moment and this situation what these actions mean” (Harre, et. al, 2009, p. 6). Additionally, Positioning Theory allowed for another cognitive dimension “namely concepts and principles from the local moral domain, usually appearing as beliefs and practices involving rights and duties” (Harre, et al., 2009, p.6). This conceptual aspect provided the opportunity to fully explore through inductive and deductive analysis the interview, artifact collection, and observation data,

By attending to features of the local context, in particular normative constraints and opportunities for action within an unfolding story-line, it becomes clear that access to and availability of certain practices, both conversational and practical, are determined not by individual levels of competence alone, but by having rights and duties in relation to items in the local corpus of sayings and doings. These acts are constitutive of unfolding story-lines which are often realized in conversations, but not necessarily exclusively so. In conversational form they are more readily available for analysis. For this reason alone narratology is a close ally of positioning theory. Narratological analysis reveals the normative constraints on the unfolding of a story-line, constraints which are expressible in the alternative language of locally valid patterns of rights and duties. (Harre, et al., 2009, p. 6)

The participants’ narratives, as well as my own, were viewed through Positioning Theory’s “interconnected aspects of interpersonal encounters” (Harre, et al., 2009) because they

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manifested the meaning within my research questions, particularly the impact technology has on our positioning in the classroom.

Harre et al. (2009) posited,

1. Rights and duties are distributed among people in changing patterns as they engage in performing particular kinds of actions.
2. These patterns are themselves the product of higher-order acts of positioning through which rights and duties to ascribe or resist positioning are distributed.
3. Such actions are the meaningful components of storylines. Any encounter might develop along more than one storyline, and support more than one storyline evolving simultaneously.
4. The meanings of people's actions are social acts. The illocutionary force of any human action, if it has one as interpreted by the local community, determines its place in a storyline and is mutually thereby determined. Any action might carry one or more such meaning. (p. 6-7)

It is through this framework that the participants' stories encased in their social episodes (Harre et al., 2009) with all their multiple meanings were examined, working through the layers, and were retold through my own narrative voice. Hence, a great responsibility and cognizance threaded its way through this in that "what story-line is unfolding is mutually determined, prominent unless challenged, by the speech acts people are heard to produce, and that in turn is mutually determined by the positions that they are taken to be occupying in the episode" (Harre et al., 2009, p. 8). Likewise, "such positions are constituted by their assigned, ascribed, claimed,

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or assumed rights and duties to make use of the available and relevant discursive tools” (Harre et al., 2009, p. 8). Because I included myself as a participant alongside the others, I was able to explore the same spaces that they were experiencing and compare and cross-reference my storyline to theirs determining the strengths of both commonalities and differences.

Research Context and Methods

This study drew on four case studies, one participant from Southwest High School and three participants from Northview High School (pseudonyms), one of whom is myself. The distribution of participants was determined through responses to an email invitation sent to the department chairs who then passed it on to their department members. The three individuals selected met the required years of experience and showed great interest in taking part in the study. Both high schools are situated in the Stafford School District (pseudonym), which is considered to be an aging suburban district that maintains five high schools. This district is located in what is considered a middle class to upper middle class county; however, over the past decade or so, the socioeconomic dynamics have shifted which have afforded new challenges for the district overall. I selected this district in particular because one of the ways in which the new superintendent began facing these challenges was by implementing the One-to-One Initiative in all of the high schools at the beginning of the 2014/2015 school year. With prosperous surrounding districts to compete with for patronage, the Stafford School District is working hard to keep and attract as many students as possible. This is evident with the One-to-One Initiative adoption.

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The research took place within the second full year of the One-to-One Initiative. The participants are all from the English Language Arts content area and fall within a ten to twenty-five years experience spectrum. The rationale behind selecting participants within this particular range of experience is embedded in career stage research (Day, 2008). While a number of aspects of career stage research supported my rationale in utilizing it, Day categorized the phases of “8-15 years—managing changes in role and identity: growing tensions and transitions” and “16-23 years—work-life tensions: challenges to motivation and commitment” (Day, 2008, p. 248-9). He explained that recruitment and retention, a “perceived effectiveness,” in “this sense is the extent to which teachers believe that they are able to do the job to the best of their ability. Effectiveness is perceived in both cognitive and emotional ways. It includes perceptions of the effectiveness of their classroom relationships and student progress and achievement” (Day, 2008, p. 248-9). In focusing on teachers who have ten to twenty-five years of experience, my participants’ narratives exuded a tone and sensitivity when wrapped in the fabric of that particular length of lived experiences. In relation to technology and its impact on how teachers position themselves, Wilson (2001) explained (as cited in Day, 2008),

The ways in which teachers form their professional identities are influenced by both how they feel about themselves and how they feel about their students. This professional identity helps them to position or situate themselves in relation to their students and to make appropriate and effective adjustments in their practice and their beliefs about, and engagement with, student. (p. 250)

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With that premise in mind in drawing primarily from teachers' lived stories and referencing other research that draws on narrative/storytelling, I believed those then were the stories that would best portray the authentic responses to my research questions and would allow me to make accurate meaning from the data.

Next, as Denzin and Lincoln (2005) shared, "Case study facilitates the conveying of experience of actors and stakeholders as well as the experience of studying the case" (p. 454). Likewise, "It can enhance the reader's experience with the case...largely with narratives and situational descriptions of case activity, personal relationship, and group interpretation" (p. 454), which, theoretically, fit well with the proposed research questions.

My case study was embedded in the impact the One-to-One Initiative has on knowledge, learning and the positioning of teachers within their classroom space. It included four English Language Arts High School teachers; one from Southwest High School (pseudonym), two from Northview High School (pseudonym) where I teach, and myself. The study was conducted within the first semester of the 2015 school year and lasted the entire duration of the semester (August – December). Since I viewed myself as "the research instrument" (Marshall & Rossman, 2011, p. 116), I followed Patton's (2002) advice on disclosure, "full and complete disclosure. People are seldom deceived or reassured by false or partial explanations—at least not for long" (p. 273); however, Marshall and Rossman (2011) provided concrete advice as well, "Still, revealing exact purposes tends to cue people to behave in unnatural ways, undermining qualitative purposes and principles" (p. 113). A balancing act took place in the area of disclosure, and building the element of trust early on in the researcher and participant relationship was the key, balancing component.

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Additionally, since I included myself as a participant, I considered the crucial element of self-study (Hamilton, 1998; Loughran, Hamilton, LaBoskey, & Russell, 2004). As Hamilton (1998) explained, “Self-study is the study of one’s self, one’s actions, one’s ideas, as well as the ‘not self.’ It is an autobiographical, historical, cultural, and political and it draws on one’s life, but it is more than that. Self-study also involves a thoughtful look at texts read, experiences had, people known, and ideas considered.” (p. 236)

The self-study component of my research was guided by LaBoskey’s (2004) five characteristics of self-study:

- It is self-initiated and focused.
- It is improvement-aimed.
- It is interactive.
- It includes multiple, mainly qualitative methods.
- It defines validity as a validation process based in trustworthiness (Mishler, 1990). (Loughran et al., 2004, p. 166)

As a participant in my study, I was able to reflect upon and examine my own experiences truly living alongside my fellow participants. Hitherto, in facing my own feelings regarding the impact technology has had, is having, and will have on my own positioning, philosophy, and pedagogical designs, a unique angle and depth of authenticity exists and surfaces in my research narrative. Likewise, the narrative methodology married well with including myself as a participant.

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With narrative (Caduri, 2013; Connelly & Clandinin, 1999; Clandinin & Connelly, 2000; Clandinin, Pushor, & Orr, 2007) methodologically driving my research, I was able to achieve the depth of authenticity and accurateness with the participants' storylines as well as my own. Additionally, Clandinin and Connelly (2000) explain the purpose of narrative in "researchers recognize the centrality of relationships among participants and researchers studied through, and over, time and in unique places and multilayered contexts," and that "Amidst these relationships, participants tell and live through stories that speak of, and to, their experiences of living." They continue by outlining narrative as "composed of engaging with participants in the field, creating field texts and writing both interim and final research texts" (2000). Clandinin and et al. (2007) identified "stories or narratives" as tools of data in case studies as well.

Additionally, as Caduri (2013) determined in "On the Epistemology of Narrative Research in Education," there are certain criteria that guided my narrative findings:

1. the meeting of rhetorical standards such as plausibility, adequacy, and persuasion
2. the inclusion of teachers' stories about their pedagogical practice
3. the meeting of ethical criteria that connects a teacher's actions to an articulate and defensible end-in-view or vision of the good (p. 37).

Caduri (2013) explained the tension between justification and entitlement and argued,

"although knowledge claims of narrative researchers may not be justified, we might nonetheless be intellectually entitled to accept them if they provide a plausible reconstruction of events that is connected to a reasonable account of a teacher's practice,

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presented within an articulate and defensible concept of what it could possible mean for practice of that kind to be considered worthy of praise.” (p. 50)

To accomplish this authenticity, Caduri (2013) encouraged that hermeneutic criterions “enable us to appreciate the interpretation of the teachers’ life stories offered by narrative researchers” because they include “plausibility, adequacy, and persuasion” (p. 49). In order to weave narrative research with justifiable and valid intentions, “thematic analysis, structural analysis and the reflectivity about the prejudices that guide his understanding” were employed (Caduri, 2013, p. 49). Through the process of conducting, reflecting on, and coding the “secret stories,” “cover stories,” and “sacred stories” (Connelly & Clandinin, 1999) shared in formal and informal interviews and noted during observations and paralleled with my own experiences, my researcher’s narrative sheds a light on how technology impacts our (Caduri, 2013) “purposes and intentions, the values, ideals and norms, that are established on past experiences and which govern people’s lives” and begin to “...understand why a teacher chooses to act in a certain way...behave in a particular manner” (p. 49).

Additionally, to flesh out and reach the depth of self-analysis I desired, I looked to a critical friend (Schuck & Russell, 2005; Costa & Kallick, 1993) for guidance, someone who would “ask provocative questions and offer helpful critiques” (Costa & Kallick, 1993, p. 49), “supports reframing of events, and joins in the professional learning experience” (Schuck & Russell, 2005, p. 107). In describing the importance of a critical friend, Costa and Kallick (1993) explained, “It is only when you change the lens through which you view...your own practice—that you discover whether a new focus is better or worse. But if you never change the lens, you limit your vision” (p. 49). I chose a colleague of mine, a critical friend, whom I trusted completely and was

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confident would “ask provocative questions...and offers critique of a person’s work as a friend”

(Costa & Kallick, 1993, p. 49). This individual provided the opportunity for me to (Costa & Kallick, 1993) “change the lens” and make connections between my pedagogical choices and my reasons for making the choices. Additionally, I was able to identify my technological bias and the impact it had on pedagogy. Our conversations forced me to examine my reasons for choosing or not choosing to incorporate technology into a lesson as well as acknowledge what role my biases and personal history played in making those pedagogical choices. At times the exchanges were difficult because my critical friend would lead me to a place where I would feel the need to deeply defend myself for my curricular decisions. However, it was at these particular moments when I learned the most about myself, and how I believed technology took control of my position in my own classroom. It was in those particular moments when I felt the richness of my own learning and gained knowledge about myself, without the use of technology. Through the process of engaging with my critical friend, I was ensured a (Loughran & Northfield, 1996) “critiquing [of] existing practices and rethinking and reframing practice” (as cited in Schuck & Russell, 2005, p. 108). Whether the conversations took place in a passing moment or a predetermined time, the perspective my critical friend brought to my self-analysis was crucial to the validity of my own narrative.

Participation

Participation was determined through individuals who responded to an email invitation, which was sent to English Language Arts department chairs who then shared it with the teachers in their departments. All individuals who received the email invitation are currently employed in the approved high schools. Both district and building approval was met before any contact was

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attempted with the department chairs or their teachers. With the selection of three English Language Arts teachers, and myself, from the two designated high schools, a One-to-One Initiative in its second year of implementation, and the teachers' tenure falling between ten and twenty-five years, I was able to compare the teachers' narratives in regards to the research questions. It also allowed me to "Place your [my] best intellect into the thick of what is going on" (Denzin & Lincoln, 2005, p. 449) and be more reflective with and in the gathered data. The research was conducted in a highly ethical manner through the use of pseudonyms for the participants, high schools, and district so as to establish an atmosphere of trust, confidentiality, and disturbing the setting in an insignificant way (Marshall & Rossman, 2011). A participant informed consent was ascertained from each of the participants prior to beginning the study. Additionally, upon meeting the participants, I "prepare[d] to describe their [my] likely activities while in the setting, what they [I am] are interested in learning about, the possible uses of the information, and how the participants can engage in the research" (Marshall & Rossman, 2011, p. 118).

In examining my research questions, it is important to include explanations of the two primary criteria the district requires teachers to consider when designing lesson plans: the SAMR model and Daggett's Rigor/Relevance/Relationships Quadrants. First, the SAMR (Figure 1) model gages a lesson's effectiveness and purpose when implementing technology. As shown on figure one, there are four levels by which a lesson may be measured for its technological effectiveness. Level S--termed "substitution"-- is when technology is used only as a substitution for something else. For example, instead of having a student write out an in-class essay on notebook paper, the teacher will allow the student to use his or her laptop to type his/her

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essay response. Level A—termed “Augmentation”—is when technology is used as a substitution with an additional element included such as the student adding an image to his/her essay response. Level M—termed “Modification”—is when technology is used as a substitute and the technology allows for an added dimension such as students sharing their essays using Google Documents to peer evaluate. Level R—termed “Redefinition”—is when the technology affords the student an opportunity to take his/her product to a level that was not as possible without the technology. For example, students are able to send their essays to a published essayist for critique and feedback.

A second framework by which a teacher’s lessons are to be fashioned is Daggett’s Rigor/Relevance/Relationships quadrants (Figure 2). The two “dimensions” of the model are Knowledge Taxonomy based on Bloom’s Taxonomy and Application Model that “describe the five levels of relevant learning: knowledge in discipline, apply knowledge in one discipline, apply across disciplines, apply to real-world predictable situations, and apply to real-world unpredictable situations.”

Within any given day at any given hour, a teacher may experience an administrative instructional walk-through. This entails one to five building and/or district administrators dropping by a classroom for three to seven minutes with the objectives to observe and provide instructional feedback for the teacher. The power point outline shared with teachers during an August professional development session includes the following details regarding the walk-throughs: 1. ...are conducted solely for the purpose of data collection, 2. ...should never be evaluative, 3. ...will reflect only the time that the observer(s) are in the classroom, 4. ...may last between 3-7 minutes, and 5. ...data will be used to examine instructional practice and guide our

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professional learning opportunities. The data comes from observing how the educator's lesson demonstrates the "Rigor/Relevance Framework." The expectation is "to see instruction/learning in all quadrants." According to administration, teachers are to keep in mind that "no one quadrant is necessarily better than another," and "the data will be used to drive decisions regarding future professional learning."

In relation to the SAMR model, the following information was shared by administrators: "The data collected will determine at what level technology is being utilized in the classroom." "No mark is necessarily better than another," and "the data will be used to drive decisions regarding future professional learning." Likewise, the observation team determines the level to which students are engaged using a "Student Engagement" grid (Figure 3). This is to collect data in terms of "how students and teachers are engaging in the learning process." As is the case with the Rigor/Relevance Framework and SAMR, this data will be used in considering professional learning topics.

An electronic form is sent to the teacher later in the day outlining the visit including observational notes. Because technology is emphasized in all observational aspects, it is important to consider it in relation to my research questions. According to district expectations, Daggett, SAMR and the Student Engagement grid should all impact lesson design, which therefore would impact how teachers narrate their position in relationship to the One-to-One Initiative and the ways in which teachers identify technology as a pedagogical tool in knowledge and learning.

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Data Collection

The qualitative data strategies used were participant interviews (formal and informal), artifact collection, and classroom observations.

Pre-constructed questions were designed before the formal interviews; however, probing questions were utilized when needed within the interview and post interview for clarification and to enhance the depth of the original questions and therefore the data/narrative. The interviews were scheduled for 30-45 minute intervals, and the times were determined per the participants' availability. Rossman and Rallis (2003) outlined three main types of "probes," "(1) open-ended elaborations, (2) open-ended clarifications, and (3) detailed elaborations (p. 188). The intention was to explore each of these types with my interviewees. The interviews were transcribed for accurate and effective data analysis. Within the first few weeks of August, I conducted a preliminary interview. This provided important foundational information to begin creating "meganarratives" (Olson & Craig, 2009) that when situated along side one another allowed for potential themes to reveal themselves that were then to be built upon and explored through the duration of my study.

Additional interviews took place throughout the rest of the semester, interspersed and in connection to the field note observations, which were approximately one per month. The purpose of these interviews was to collect snapshots of the participants' experiences as they were living them each day in the classroom. They served as a companion to the field notes taken specifically relating to technology and its impact on teacher positioning, and artifacts collected, which were comprised of items, such as plan books and photographs of lesson products, the

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teachers felt would further my understanding of their relationship with technology and the One-to-One Initiative.

While not wanting to intrude on the natural classroom environment, observations were conducted in a most innocuous manner, scheduled ahead of time, with the purpose of obtaining thorough and significant field notes of the participants in relation to their students and technology that was then synthesized with the interview questions/responses. This enabled me to compose my reflections with as much thick description as possible. Likewise, I used these notes as a cross-reference of my own as I continued to delve ever deeper into my own feelings regarding technology and my research questions. Following the strategy posed by Clandinin, Connelly, and Chan (2002), I engaged in the following:

1. Recovery of Meaning—basic summary and reading of the experience “from the inside...uncritically”
2. Reconstruction of Meaning—personal response and reading “from [my] own intentions” using “biases to generate possibilities.”
3. Reading at the Boundaries—critique of the experience—“at the interface between the text and the formalistic boundaries” (p. 133)

This reflection took place following interviews, classroom observations and artifact collection in an effort to continue the cross-referencing with my own feelings and experiences as well as maintaining authentic, accurate narratives for all the participants. For example, as I transcribed my field notes after each observation. I would verify information or pose extension questions either through email or informal vis-à-vis conversations. These follow up conversations proved invaluable in helping me create accurate stories for all my participants. Also, once each story

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was composed, I sent them via email to each participant asking him/her to evaluate the preciseness and genuineness of his/her individual narrative. While they were all kind in their critiques, the process authenticated the synthesis I had done and the vision I had captured of them.

As DiCicco-Bloom and Crabtree (2006) shared, “Qualitative data analysis ideally occurs concurrently with data collection so that investigators can generate an emerging understanding about research questions, which in turn informs both the sampling and the questions being asked” (p. 317). This was my approach to both collecting and analyzing the data because was paramount to view my data collection and analysis as an “iterative process...[that] eventually leads to a point in the data collection where no new categories or themes emerge” (DiCicco-Bloom & Crabtree, 2006, p. 317-18). In addition, the data gleaned from the interviews, observations, and artifacts were coded in order for me to be able to weave accurate, reflective narratives full of thick description of each of the participants’ experiences.

Coding

A series of charts were created using the transcribed interview questions and responses per participant. The interviews were conducted within the August to December research time frame; therefore, the columns are designated Group 1, Group 2, and Group 3. To help differentiate among the responses, I chose to highlight the responses dependent upon how they most closely aligned with Lyotard (1979) (knowledge and learning), Freire (1970) (teacher positioning—oppressor/oppressed), or both. Hitherto, responses that held shades of Lyotard (1979) were highlighted in fuschia, Freire (1970, 1992) in green, and those capturing elements of

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both were highlighted red/orange (Figure 4). With this in place, a qualitative analysis process was implemented using inductive and deductive coding constructs (Miles & Huberman, 1994).

The analysis was inductive in attempting to find recurring themes in the participants' and my responses in conjunction with the field notes and follow-up questions originated through the classroom observations. I was particularly attentive to surfacing themes regarding how my participants felt technology positioned them in the classroom on multiple levels: emotionally, psychologically, and pedagogically. For example, three themes in particular revealed themselves through this process:

1. Teacher Position Due to Technology
2. Technology Concerns Tied to Student Learning and Knowledge Acquisition
3. Pedagogy Tied to Technology

These themes worked simultaneously and became an inductive code through which I was able to construct my participants' and my narratives.

In companion to the inductive coding construct, I utilized the deductive coding construct to triangulate the discoveries made through the inductive approach. Through this I searched for themes I anticipated might be present in my participants' and my stories, in relation to my literary knowledge base of Lyotard's (1979) *mercantilism* (knowledge and learning), Freire's (1970) oppressor and the oppressed, and the One-to-One Initiative. After inductive and deductive analyses were conducted, I determined narrative threads with which I was able to craft my participants' and my stories of the One-to-One Initiative and its impact on knowledge, learning, and teacher positioning, and pedagogical decision making.

Through this interplay of an inductive and deductive coding process, the central themes were unearthed in regards to the One-to-One Initiative and its impact on knowledge, learning,

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and teacher positioning. These themes, which capture the essence of my participants' and my stories, are illuminated throughout chapters four and five.

Chapter Four

Findings

Introduction: Laying the One-to-One Initiative Groundwork.

Two years ago in the spring of 2014, the superintendent of my school district announced at a mandatory after school faculty meeting that the school board had approved a One-to-One Initiative that would be implemented in all high schools for the following school year, fall 2014. The devices, a MacBook Air and iPad, would be delivered to each of the high schools for teachers to take home over spring break to become acquainted with them. Furthermore, the in-service day following spring break would be devoted to training teachers on the devices. The training would be administered by Apple technicians and would help prepare the teachers for effectively using the devices in the classroom starting in the fall of 2014, when the students would be issued theirs as well. The three in-service days leading into the fall 2014 school year would also be devoted to technology training, so as to give the teachers the tools needed to incorporate the technology effectively into their classrooms and lessons starting the first day of school.

In the spring of 2014, I was introduced through assigned readings in a doctoral class to Lyotard (1979) and his work *The Postmodern Condition: A Report on Knowledge* and Freire's (1970, 1992) *Pedagogy of the Oppressed* and *Pedagogy of Hope* Reliving *Pedagogy of the*

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Oppressed. As I poured through these two works, I found myself underlining furiously and annotating personal connections tied to what I was thinking and feeling about the One-to-One Initiative. For example, with Lyotard's (1979) explanation of *mercantilism* and his statement, "Knowledge is and will be produced in order to be sold" (p. 4), I immediately imagined my students and myself as producers and consumers specifically tied to the technology being introduced/mandated for use in the classroom and its effect on knowledge, particularly its form and acquisition. I wondered, is that how I define myself as a teacher, as a producer of knowledge and my students, as consumers of knowledge? Am I okay with someone mandating the infusion of technology in my sacred classroom space that then has the power to define my students and me in such a way?

In the midst of this reflection and inquiry, I began Freire's (1970) work and inspiration grew enabling me to tie his theory of oppressors and the oppressed to Lyotard's (1979) *mercantilism*. Viewing the One-to-One Initiative through the lens of *mercantilism*, I felt that inevitably a teacher's position in the classroom could be altered in such a way that the oppressed are viewed "as objects, as 'things,' they have no purpose except those their oppressors prescribe for them" (Freire, 1970, p. 42). It could be construed that the adoption of the devices, which teachers had no voice in and therefore no personal buy-in, was deemed necessary for a few reasons: 1. As a comparative selling point to the competing adjacent districts, 2. As a tool to modernize the classroom, and 3. As a tool to standardize teaching. Unfortunately, what the district did not take into account was that "Technology can amplify great teaching but great technology cannot replace poor teaching" (OECD, 2015, p.4), and through the district's modernization of the antiquated classroom, determining how a teacher's emotional, pedagogical, and psychological

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position would change was not addressed or considered. However, the goal was clear regarding knowledge acquisition and learning. Both would undergo a revolution for students if teachers would follow the dictum of creating daily meaningful technologically driven lessons that would rank higher than Substitution on the SAMR scale.

Two years ago spring while in the midst of reconciling my feelings regarding the One-to-One Initiative, the changes it would bring to my professional life, and immersing myself in Lyotard (1979) and Freire (1970), I began unknowingly formulating what would end up being the two questions this research revolved around:

1. How is teacher positioning affected due to the One-to-One Initiative, and how then do teachers narrate that positional change in relationship to the One-to-One Initiative?
2. How do teachers view technology as a pedagogical tool in knowledge and learning, and how do they negotiate the use of technology in pedagogical decisions?

At the time of my research in the fall of 2015, my participants and I had one year of the One-to-One under our belts and were at the forefront of year two. We had endured the first year filled with technology driven hours of professional development, faculty meetings, and a definite pressure to incorporate the devices into our lessons every day, every hour in fear of a critical remark or evaluation on the walk-through form when an administrator or group of them, sometimes up to eight individuals from varying levels in the district, dropped into our classrooms to observe. After the visit one of the administrators would send an electronic report notifying the teacher of the lesson/activity's effectiveness.

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Having the opportunity to narrate (Caduri, 2013; Clandinin & Connelly, 2000; Connelly & Clandinin, 1999; Clandinin, Pushor, & Orr, 2007) my participants' stories throughout this time of professional transition using the Positioning Theory (Harre et al., 2009; Harre & Van Langenhove, 1998) and including my own through self-study (Hamilton, 1998; LaBoskey, 2004) was an important endeavor because the ecology of the classroom and its inhabitants was undergoing an evolutionary moment due to this change, some more significant than others, and their feelings and experiences, I believed, should be known.

To effectively and accurately ascertain elements of my participants' stories and begin weaving them together with as much genuineness and authenticity as possible, my expedition began with a visit to each of them in late August 2015. Since Mae, Brandon and I all work in the same building, I met with each of them on separate occasions at the end of the first few days of the year, which were in-service days (August 6th and 7th). My third participant, Elaine, and I met at a Starbucks on Sunday, August 9th to begin the journey. During the visits, I thanked them for agreeing to participate, explained the purpose and direction of my research, and the form their role would take in the research. I outlined my plan for the semester including monthly classroom observations where I would collect field notes, practice reflection and ask follow-up/probing questions derived from my observations, engage in three formal/informal interviews where I would transcribe the questions and responses, and photograph items that could be considered artifacts. Additionally, I explained the purpose of the Adult Conform Consent Statement which each of them signed. For Elaine and myself, this initial meeting was especially important because prior to her agreeing to participate in my study, we did not know each other. Therefore, through this visit, it was paramount I begin laying the foundation of trust our relationship needed

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for authentic research to take place. With this first acquaintance, a friendship blossomed rich in mutual respect and care, entrenched in our mutual passion for our students and their learning.

All of my participants' stories are compelling; however, I chose to begin at the beginning, with mine, to inform readers of my position and underlying feelings regarding technology and the One-to-One Initiative. It provides the setting in which the rest of the narrative strands breathe and dwell.

“The World is Too Much With Us” --My Story

Technological Background: The Path to My Dilemma

Before I can create a precise picture of myself in a classroom surrounded by seventeen and eighteen-year-olds all on their Smart phones or lap tops, and in an effort to share my examination of (Hamilton, 1998) “one’s self, one’s actions, one’s ideas, as well as the ‘not self,’” it is crucial for me to begin by describing my technological history (p. 236). When I was growing up in the 70s and 80s, my family had televisions in the house, two or three, maybe, just like most middle class families, two or three telephones, a record player, and two or three radios. My parents restricted my television time, and I could only watch certain shows up until I was in middle school. I was completely fine with their “strict” rules because I would much rather find myself lost in the lives of intriguing characters in a great book, sing my little heart out to the records I would play on my blue and red plaid portable record player, pretend to be a teacher while playing school with my stuffed animals and best friend who lived next door, or create exciting lives for my Barbie dolls. Other than my record player, a Professor Owl math game, and Speak and Spell, technology did not fill an integral space in my life as a child. When I became a

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teenager, my parents put a phone in my room so I could chat with my friends, but I soon discovered I was not much of a phone person. Instead, I would rather have the conversations in person, vis-à-vis. Fast-forward to college, and my parents invested in a home computer, a Hewlett-Packard. While there was no Internet at that time, the word processor did come in handy when composing writing for literature and education classes. It was definitely more efficient than the enormous red electric typewriter I tapped away on in high school, but I must admit I missed the loud whirring of the motor and clicking of the keys, the scent of the fresh ink on the paper, and the zip sound it would make when I pulled the finished piece from the roller.

Now at forty-three years old, I borrow a cell phone from my dad, who purchased it for me when I was pregnant with my first born in 2006 because he did not want me to be stranded somewhere without being able to get in touch with someone for help. It is a red Samsung flip phone that is hardly ever charged, and if you were to ask me what the number is I would not be able to tell you because I do not see the need to memorize it when it spends most of its day on the kitchen counter. My husband does not have a cell phone either. Likewise, I am not involved in social media like Facebook or Twitter, and I have never texted. In my personal life, my technological enterprises revolve around a MacBook Air (to check school and KU email, work on my writing, research/plan lessons, insert grades in Skyward, check my bank account, occasionally shop) provided by my school district, a land-line phone, two televisions, and two radios.

In my professional life, I use the MacBook Air and the projector in my classroom. While we were issued an iPad with the MacBook Air, it is just more convenient to focus on one. Plus, I prefer the keypad on the MacBook to the iPad. The MacBook is used primarily for attendance,

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grades, email, Google Classroom, Power point, and connecting to Airplay, when I am in need of the projector. It is obvious I am one who does not use the technology to its ultimate potential.

Likewise, I am often not fulfilling the expectations set forth by the school district in incorporating technology into my daily lesson planning and execution. Hence, I am not achieving the purpose of The One-to-One Initiative. Through my self-study, I attempted to excavate my motives and feelings by thoughtfully looking at (Hamilton & Pinnegar, 1998) “texts read, experiences had, people known, and ideas considered” in relation to my research questions (p. 236). I felt that the first step in all of this resided within me.

The poem “The World is Too Much With Us” by William Wordsworth, composed during the Romantic period and the Industrial Revolution, reveals an intimate side of my soul that in turn provides a glimpse of my feelings about technology in society and, therefore, its place in a most important microcosm of a society, my classroom. The achingly powerful lines of this poem are integrated into my story bestowing yet another layer by which the depth on this condition can be experienced.

“The World Is Too Much With Us”

The world is too much with us; late and soon,

Getting and spending, we lay waste our powers;--

Little we see in Nature that is ours;

We have given our hearts away, a sordid boon!

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This Sea that bares her bosom to the moon;

The winds that will be howling at all hours,

And are up-gathered now like sleeping flowers;

For this, for everything, we are out of tune;

It moves us not. Great God! I'd rather be

A Pagan suckled in a creed outworn;

So might I, standing on this pleasant lea,

Have glimpses that would make me less forlorn;

Have sight of Proteus rising from the sea;

Or hear old Triton blow his wreathed horn. (William Wordsworth, 1802)

As I began my self-study journey of introspection, I garnered the help of a trusted, intuitive colleague whom I have worked with for ten years to fill the role of critical friend (Schuck & Russell, 2005; Costa & Kallick, 1993). Having a few more years teaching experience than I, there was already a history of my natural gravitation toward her for advice, critique, and philosophical conversations. Hence, there was no question that in my soliciting her assistance in the process of self-analysis our dialogue would (Costa & Kallick, 1993) “build a greater capacity for self-evaluation as well as open-mindedness to the constructive thinking of others” (p. 49). Therefore, my critical friend provided a thoughtful sounding board to my pedagogically

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technological dilemmas and embraced the opportunity to “serve teachers as a dialogue partner and resource” (Vasquez-Levy, 1998). Likewise, from our years together as colleagues and through our trusted friendship, I knew she would,

...value teachers’ reflections and practical reasoning while assisting teachers to make known their *critical/analytic stance* toward their practices while addressing issues of genuine importance to them. (Vasquez-Levy, 1993)

For example, at the beginning of the year, I was working with my new 12AP partner, and we were discussing grading weekly vocabulary quizzes. The quizzes ranged from twenty to thirty multiple-choice questions. My 12AP partner had discovered an App for a small one-time fee of five dollars that would allow her to create an answer key using her iPad, scan the student quizzes, and score them. While this seems so simple, and perhaps time saving, I decided not to go that route and instead continued scoring the quizzes myself, paper to pen.

I was really curious as to why I chose the path I did, when scanning them would have been the choice most would have made out of convenience. I brought it up to my critical friend and asked her why she thought I was sticking with the “old way.” She first asked me what I thought I was gaining from grading them myself, wondering if it really had to do with the technology or if it was more to do with the action and process of grading pen to paper. This line of questioning lead to a discussion about who I am at my grading core. I explained that using the App seemed like a good, time saving idea, but I just really like the process of grading the quizzes myself because it is a type of grading that I do not even have to think about until it is over, when I cross-reference students’ answers to identify any problem words. It is a process that has a

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certain rhythm to it; it is almost relaxing, as much as grading can be. My critical friend listened and questioned if I thought there was any more to it than what I had already determined. I shared that it was grading I could get done quickly, even by hand, and feel that I had accomplished something, versus evaluating student writing, which can take an enormous amount of time. Ultimately, our conversation did not change the way I chose to grade the quizzes; however, it served as a good starting place from which future excavations could begin.

The example above only scratches the surface in revealing how I negotiate using technology in my classroom. In answering my own “interview” questions, another conversation that shed light on who I am as a teacher dealing with technology came into being when discussing with my 12AP partner, whether we should have our students compose an in-class literary analysis on their laptops or if they should handwrite it—pen to paper. We came to the conclusion that if we cherished authentic, higher-order thinking then they would need to use paper and pen because the temptation would be too great to use the internet to quickly read what someone else wrote in relation to the prompt and incorporate that into their response. The OECD 2015 report on Students, Computers and Learning Making the Connection echoes our concern in explaining, “...building deep, conceptual understanding and higher-order thinking requires intensive teacher-student interactions, and technology sometimes distracts from this valuable human engagement” (p. 3). This tension that exists between the district’s technological mandate and expectation and teachers is a conflict that also surfaced in Mae and Elaine’s stories because both indicated the chasm they witnessed in activities that involved technology and the facilitation of deep understanding and critical thinking skills versus the non-technology experiences.

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Later that day when discussing this dilemma with my critical friend, she asked me if that was a concern anytime I thought about incorporating technology into a lesson. I answered that it was, that I struggle with having my students use the laptops as a learning tool because I feel as though the information they are gleaming does not fit my definition of knowledge and therefore does not serve as a catalyst for learning. Lyotard (1979) posited that knowledge “coincides with an extensive array of competence-building measures and is the only form embodied in a subject constituted by the various areas of competence composing it” (p. 18-19). It seems as though the composing of competence cannot be achieved through the act of surfing the Internet to unearth what someone else has written about a particular piece of literature and claiming it as your own, for example. “Getting and spending, we lay waste our powers;--“ (Wordsworth, 2) encapsulates this act of scanning and swiping, I believe. Pedagogically, the power of learning for my students lays in waste in most technologically driven activities.

In fulfilling her role as critical friend, she pursued this quandary with me a bit more in wondering if the lesson design contributed to my mistrust. In her critique she questioned, perhaps it is “the way in which you are creating the activities that open the door, so to speak, for learning to go awry?” (critical friend, personal communication, September 28, 2015). I felt it was a fair question and acknowledged that my skepticism most likely played a role; however, my experience in designing and executing lessons ranking above Substitution on the SAMR scale, which should indicate higher student engagement and learning, vary rarely produced the authentic learning and critical discussion I believe manifests higher learning. Instead, students sped through the activity in order to play an online game, surf YouTube, connect to Twitter, or

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engage in any of the other infinite number of possibilities that exist at their fingertips with technology.

Because pedagogy is a most important part of a teacher's being, I spent many hours throughout the semester in both "formal" and "informal" conversations with my critical friend. Attempting to dig deep through the layers of my teacher-self and explore my feelings about the One-to-One Initiative, we worked to uncover from whence my resistance and skepticism grew. The conversations were fruitful and traced my technological prejudice back to why I chose to become a teacher, what I cherish about teaching, and specific personality traits that tend to resist technological environments, which all relate to how I position myself as a teacher. The results of this excavation helped explain the feeling of oppression (Freire, 1970) I experienced due to the One-to-One mandate.

"The world is too much with us" (Wordsworth, 1). With the uber-technological society we live in, there are few moments in a person's day where she is not connected to at least one other person, if not an entire multitude of people, friends or strangers. The idea of solitude is quickly fading, replaced with the constant "noise" that Lyotard (1979) claimed, "...goes hand in hand with the commercialization of knowledge..." (p. 5), and can be compared to Wordsworth's, "The winds that will be howling at all hours" (line 6). I am one who relishes in quiet solitude because it is then that I believe I can truly begin to listen.

My students are constantly bombarded with "noise" that comes from their technology. Pedagogically, I realize there are benefits to creating an effective lesson which utilizes technology, and that once my students leave me for "the real world," they will most likely be

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expected to navigate their way through a variety of technological arenas. Because of that realization, I believe I resist using technology in the classroom in order to give them an opportunity, an excuse to recapture their hearts, their solitude, their humanity, for at this point, with the unmitigated barrage of input/output, “We have given our hearts away, a sordid boon!” (Wordsworth, 4). However, with the One-to-One mandate, particularly in the first year (2014-2015), I did not feel comfortable skirting the fusion of technology, although most often I did.

My professional sensitivity was deeply conflicted because at heart I am a rule follower who strives to surpass the expectations set forth by my administrator, and the tension this mandate created postured itself in such a way that every day I struggled with doing what I believed was pedagogically purposeful for myself and my students in my classroom and what I was being told to do. The pressure was great to incorporate the laptops into my lessons so as to better myself as a teacher, and my students as learners. It was an oppression creating a “tumult in our [my] soul” causing me to feel as an “exile,” struggling to figure out how to “preserve one’s identity in the relationship between an indispensable *occupation* in the new context, and a *preoccupation* in which the original context has to be reconstituted” (Freire, 1992, p. 24-25). This clearly had an impact on my position in the classroom in that while I was not aiming to be the ultimate and only source of knowledge for my students, quite the contrary, my desire was for them to embrace a bit of solitude, give them time to think for themselves, by themselves, within themselves foregoing “the howling winds” (Wordsworth).

I chose to become a teacher because I love conversing with students about literature, writing, politics, pop culture, and life. I love to hear what they are thinking and see life from their perspective. As I explained to my critical friend, I am at heart an observer. I intently watch

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and listen before I inject my thoughts into a conversation, particularly when the party consists of more than one other person. It is in that spirit I try to create a classroom environment that feels safe, free of judgment so as to facilitate dialogue that is honest, authentic, and rich in thoughtfulness. My students and I view ourselves as a salon of thinkers. My position is one among a group of thinkers. Pedagogically, I know that rich conversation can exist through the use of technology, but looking across a classroom landscape that is wall-to-wall laptops where every head is poised downward, silver screens acting as barricades, no eye contact occurring, “For this, for everything we are out of tune; / It moves us not...” (Wordsworth, lines 8-9). My position shifts from being one within the group to an outside authoritarian in an attempt to police my students who become distracted with all the different options they have at their fingertips thus removing themselves from the conversation. Therefore, the critical thinking that comes with hearty, intellectual discourse grows “out of tune” and the potential for being “moved” through this experience is at a devastating risk of being lost (Wordsworth).

Postman (1992) defines this, in part, as Technopoly, which is a,

...state of culture. It is also a state of mind. It consists in deification of technology, which means that the culture seeks its authorization in technology, finds its satisfaction in technology, and takes its orders from technology. (p. 71)

Although in attempting to facilitate a well-rounded, effective discussion on-line seems achievable, because technology is a “state of culture,” the overwhelming urge my students feel to “find its satisfaction in technology,” extinguishes the learning that could have come from the activity and positions me in such a way that “Great God! I’d rather be / A Pagan suckled in a

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creed outworn; / So might I, standing on this pleasant lea, / Have glimpses that would make me less forlorn; Have sight of Proteus rising from the sea; / Or hear old Triton blow his wreathed horn” (Wordsworth, 9-14). Wordsworth’s allusion is does not fall on inattentive or distracted ears. While I know there is an appropriate time and place for incorporating technology, I am also keenly aware of my lamenting for the moments with my salon of thinkers that preceded the desperate desire and justification for the infiltration of technology into my classroom community.

At this point in the One-to-One Initiative and in this world of Infowhelm, philosophically, I believe “our youth must be shown that not all worthwhile things are instantly accessible and that there are levels of sensibility unknown to them. Above all, they must be shown humanity’s artistic roots” (Postman, 1992, p. 197). Through the intentional study of my participants and myself, I believe I discovered that we all share this common idea and carry it deep within ourselves every single moment throughout our professional lives.

Participants’ Stories

Throughout this section, the narratives that began weaving themselves in my heart and mind through the relationships my participants and I created through our visits and conversations will be divulged. In spending the semester with Mae, Elaine, and Brandon, I was able to ascertain details regarding their professional philosophies that provide a bit of exposition for their stories. Likewise, through my observations, interviews, and follow-up conversations, I was able to glean important details from each of my participants that through the analytic coding process a strand of themes were unwound and then pulled through the stories. These themes are:

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1. Teacher positioning due to technology, 2. Technology concerns tied to student learning and knowledge acquisition, and 3. Pedagogy tied to technology. This narrative stitching secures the stories individually as well as unites them as an integral whole.

Mae's Story.

Background.

Mae (pseudonym) has been teaching for twenty years. At the time I conducted my research (August-December 2015), she was beginning her eleventh year at Northview High School. Her experience encompasses teaching middle and high school, private/parochial and public. Currently, she teaches 10 H (three sections) and 12AP (two sections) English Language Arts and a reading class (one section), which serves primarily ninth and tenth graders who scored below the benchmark on the MAP standardized reading test. Students who score below the benchmark are mandatorily placed in this reading class for at least one semester. She describes her honors and AP students as “college bound and motivated, for the most part” (Mae, personal communication, September 2, 2015), and her reading group as “a class of 6 students who scored low on the MAP test, and they need extra support in different reading strategies” (Mae, personal communication, September 2, 2015). This is her first year teaching the reading class and her first year teaching six classes.

Because Northview runs on a modified block schedule (Monday, Tuesday, Friday are seven period days with fifty minute classes; Wednesday/Thursday are block days with four ninety minute classes), depending upon the day, Mae might have one planning period, sixth hour. In defining herself as a teacher, she describes her role as multifaceted: helping her students become

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critical thinkers, learn to “look deeper into a text beyond just the literal meaning” (Mae, personal communication, September 2, 2015), instill within them an appreciation for literature, and create life-long readers. Additionally, she feels responsible for teaching them life skills as well, such as learning how to deal with others, how to “...budget time...be truthful about their time management, to not make excuses...” (Mae, personal communication, September 2, 2015). In observing interactions with her students, it is clear she fulfills the role of teacher as she described as well as accomplishes additional “lessons” that will benefit them far into the future as they grow into adulthood. She treats each of her students with both care and respect.

Prominent themes discovered within the narrative plot.

1. Teacher Positioning Due to Technology.

Throughout the research months, I was able to observe Mae three times (9/2/2015, 9/23/2015, and 10/15/2015). In mid-October she departed for maternity leave and did not return until January. These observations in conjunction with the formal and informal interviews provided a wealth of information and details for me to mull over and sift through in order to weave Mae’s narrative accurately particularly in relation to the One-to-One Initiative and knowledge acquisition and learning, and teacher positioning. With all three observations, I was able to gather information from Mae’s first hour, 10 Honors English Language Arts class.

As I made my way into room 116, my attention was directed to all the colorful notecards on the back right bulletin board. These bright cards indicated a wide array of topics, such as racism, that Mae’s students had chosen to focus on throughout the year through the Individual Reading Project. Moving to the back of the room, I set myself up at a desk positioned behind the student

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desks, which were in traditional rows, facing the front of the room, the door at the left. There were two large white boards in the room, one at the front and one at the back. With notepad and pencil in hand, I settled in to begin to scrawl my field notes. Additional bulletin boards held literary posters, school reminders, and encouraging phrases. There was a row of cabinets on the left wall, and the teacher's desk was positioned at a right angle, facing the door, tucked in at the front of the room on the right. Behind the teacher's desk was another small desk holding student papers, the DVD player, and a smattering of miscellaneous books.

On September 2, 2015, the first hour students, 11 males and 11 females, some standing, some sitting, were casually chatting and waiting for the bell to ring commencing the start of class. Mae was at the teacher's desk preparing for class; her laptop was up. As the bell rang at 7:40, she centered herself in front of her students, who were now all seated, and greeted them warmly, welcoming them to class. She next directed them take out their laptops and go to Google Classroom where they would find the passage they needed to begin the ACT practice grammar exercise. The students read the questions on-line but wrote their answers in their spirals. All the students began working quietly on the practice, and Mae finished writing the daily agenda on the board then moved to fill out eligibility cards that some students had placed on her desk. Once the eligibility cards were completed, she distributed them to the appropriate students and began circulating, checking on her students' progress. In a reflective, follow-up question, I asked Mae what she might be looking for as she moved through the rows of students. She responded, "Honestly, just to make sure they are working on what they are supposed to be and not switching tabs and doing other homework" (Mae, personal communication, September 2, 2015). In probing a bit more, I inquired, "Do you feel like with the computers you have to circulate more

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and orient yourself in that way rather than if they were using paper and pen?” Mae replied, “Yes, I feel like that with anything they do on-line. I have to make sure they are not instant messaging, throwing on a Net Flicks episode” (Mae, personal communication, September 2, 2015).

Likewise, in the third interview, I asked Mae, “When using laptops in the classroom, how would you describe your role as teacher?” She responded that she finds herself “...monitor[ing] more closely whether they are doing other things (like messaging) instead of the assignment. That is a bigger concern when the laptops are out” (Mae, personal communication, October 15, 2015).

Additionally, she explained that she finds herself moving around the room more and spending more time at the back of the room when her students are on their laptops “so that I can see everyone’s screen” (Mae, personal communication, September 2, 2015). The role of student, according to Mae, needs to be considered in relation to the technological positioning because layered in this response is her description of the role of student stated in the first interview. She expressed, “A student is someone who does the work they are being asked to do” (Mae, personal communication, October 15, 2015). The incorporation of technology creates a tension making her expectation more difficult for a student to achieve.

2. Technology Concerns Tied to Student Learning and Knowledge Acquisition.

As the hour continued, the students were directed to mark their answers and write the correct grammatical reason off to the side of their responses as Mae provided further explanation when needed. Once the practice exercise was graded, Mae directed her students to close their laptops and take out their independent reading book. One student had her laptop open and was reading her book on-line. Later on in the day, I asked Mae if she was okay with her students reading

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their books on-line. She explained, “For this activity I am because it’s just their independent reading project, so there is no annotating to it. Some prefer to read on-line and others hate it, and some just have it on-line for class and then get a paper copy later” (Mae, personal communication, September 2, 2015).

Transitioning from the independent reading check to the next activity, the laptops were not utilized. Instead, Mae provided paper copies of an article on mob mentality that the students were to annotate. They were allowed to choose a partner with whom to work. When I asked Mae why she gave them a paper copy instead of letting the students use their laptops and read the article on-line, she explained that it is just easier to have them annotate on paper because it takes fewer steps. Likewise, it is far easier to check their annotations on paper than on-line. I wondered if Mae thought the learning was different in having them annotate on paper versus on-line. She said, “Absolutely. I feel like that with anything paper versus on-line.” Continuing, she explained,

I feel like they’re more focused if it is something they have to write out and hand in, and I get a more quality response versus something that they just type up...when their computers are open, they are more apt to Google to help them with an answer and when their computers are off, I know that they have more original thought. (Mae, personal communication, September 2, 2015)

In excavating her response a bit more, I asked, “So, that ties to the learning that is happening and the knowledge they are acquiring, and it is original and authentic because they are having to

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come up with it instead of it being a facsimile?” Mae responded with one word, “Exactly” (Mae, personal communication, September 2, 2015).

Mae’s concern mirrors *mercantilism* (Lyotard, 1979) in that with the “...partial replacement of teachers by machines...In the context of the mercantilization of knowledge” students focus on the “efficiency” and “saleable[ility]” (p. 51) of knowledge compared to the acquisition and purpose of knowledge that is “based on revelation” which Lyotard (1979) refers to as “traditional knowledge” (p. 44). For Mae, the utilization of the devices introduces the dilemma of what type of knowledge she is hoping her students acquire through the activity. From her candid responses revealed in our conversations, it would appear that she is aiming for her students to gain knowledge through a more traditional means of diving into a text, pulling it apart at the seams, and consequently, discovering something authentic and new in the process. This type of discovery and therefore knowledge acquisition is circumnavigated with the insertion of technology.

3. *Pedagogy Tied to Technology.*

Mae shared in the third interview session that she did not feel the One-to-One Initiative had impacted her pedagogically or philosophically. She explained, “I don’t care how much I have them use technology, nor do I think it helps to develop their critical thinking skills. I really don’t think that a really good lesson is dictated by the technology you use” (Mae, personal communication, September 2, 2015). Conversely, the district expectations, which were enforced particularly intensely in the first year of the mandate, stated otherwise. The emphasis placed on the SAMR model made it clear that teachers were expected to incorporate technology in daily

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lessons and the ultimate goal was to move out the Substitution and Augmentation levels of SAMR and into the Modification and Redefinition levels because those levels indicated a more rigorous inventiveness in lesson creation and student learning. However, Mae indicated that when planning lessons that include technology, she does not consider the SAMR model. Instead, she believes that she creates lessons intuitively, and if she feels the incorporation of technology will enhance student learning then she will use it, otherwise, she does not force it.

Within my three observations of Mae's classroom, she incorporated technology twice. In one lesson it was used to provide a practice ACT exercise for the students, as described above, and also, within that observation the students were to learn how to access databases. When attempting to facilitate the database activity, there was a technological problem and students were unable to access the site needed to do the activity. When neither Mae nor her students could trouble shoot their way through it, Mae left the room to seek assistance from the librarian. She could not help in solving the problem either. Mae returned to the classroom and informed her students of a "change of directions. I'm not sure why it works for some but not for others. Take a piece of paper and take notes" (observation, September 2, 2015). I asked Mae in a follow up conversation how that situation made her feel emotionally, pedagogically, and professionally? She explained,

It used to stress me out more. I think now when that happens I just roll with it. There is always a way around it or something else we can do and then get back to it, but I think that has more to do with having confidence as a teacher instead of confidence with technology." (Mae, personal communication, September 2, 2015)

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This makes sense because when working with technology a teacher always has to have an alternate plan in case there is a hiccup with the technology, and an experienced teacher would have more in her repertoire from which to pull.

In another instance, Mae facilitated a lesson in which the students worked together in small groups (three to four) to identify themes in *Lord of the Flies* and create a power point to share with the rest of the groups. The students were not allowed to open their laptops until after sifting through the novel and discussion had taken place. In a follow-up conversation, I inquired why Mae felt the need to specifically instruct the students to close their computers. She explained, “So that they would actually talk to their partner and not Google a response” (Mae, personal communication, September 23, 2015). A concern she had shared in a later conversation was “There is too much Googling of quotes or Googling for ideas for a paper, so I create lessons where students are forced to interact with the text before taking out the computer” (Mae, personal communication, October 15, 2015). Additionally, I wondered what this activity would have looked like without the use of the laptops. Mae replied, “You know, it would have been, what do I want to say, I guess the creative part would have been taken out...” (Mae, personal communication, September 23, 2015). Probing a bit more I asked if Mae thought it would have been less engaging. She thought the actual activity would probably not have suffered; however, the presentations would have since the students had to create their own slides.

Technology does not appear to dictate Mae’s pedagogical decisions. She shared in the second interview that she mostly implements technology to alleviate how much paper she uses. Google Classroom is a space she utilizes most often to post assignments or documents for her

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students. She estimated that she incorporates technology less than 30% of the time in her classroom.

Elaine's Story.

Background.

Elaine (pseudonym) has been in the field of education for twenty-three years. At the time I met her and began my research (August 2015), she was beginning her eleventh year at Southwest High School (pseudonym). This year she teaches 12AP and 11 English Language Arts. According to Elaine, she interacts with a diverse group of students each day because her classes consist of those “at the upper tier (English 12AP/College Now)” and those with “IEP’s (Individualized Education Plans)” (Elaine, personal communication, September 3, 2015). She describes her students as “curious, driven, ambitious, troubled, compassionate, hurt, ill—mentally and physically, bright, distracted and everything in between. In short, my students reflect the normal teenager today” (Elaine, personal communication, September 3, 2015).

When asked to share her philosophy regarding her role as a teacher, she explained that it is multifaceted in that she has directives from the school board to follow, but also, she believes she is obligated to teach her students “how to become viable members of my community” (Elaine, personal communication, September 3, 2015). To accomplish that, Elaine incorporates “behavior and coping skills, positive self-talk and self-advocacy, and the expectations of any community getting along, progressing” into her daily activities (Elaine, personal communication, September 3, 2015). Therefore, her lessons plans hold a dimension that layers a recognition of self and community skills with literature and writing. Through this approach, she is able to

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“assess each student where they are, and pull them as far forward as one can—both in terms of the curriculum and in terms of maturation” (Elaine, personal communication, September 3, 2015). Succinctly stated, her role of teacher is “being a facilitator, mentor, counselor, educator, guide, moral compass and boundary developer” (Elaine, personal communication, September 3, 2015). In the three moments I was in Elaine’s classroom, I observed her philosophy in action. It was one of the warmest, most inviting classroom environments in which I had ever been. She is like a mother figure for her students, and in observing both 12AP and 11th grade students, her level of interest and compassion for their learning and over all well being was truly touching.

Prominent Themes Discovered Within the Narrative Plot

1. Teacher Positioning Due to Technology.

Southwest High School is the oldest building in the district. Its red brick façade, wide welcoming entrances, and multitude of windows reveal its age, that it was built in an era when two to three story high schools nestled amongst beautiful, mature trees were the much desired norm. Since my visits took place within the fall and winter months, most often mornings were brisk and leaves were collecting on the pavement as they fluttered from the trees lining the circle drive. Once in the grand building, I would make my way through the brightly lit halls, smattered with student and team accomplishments, photos, and club announcements to Elaine’s room. As I walked in on my first visit, I was immediately embraced by the warmth and coziness of the room. A plethora of plants lounged lazily on the room length window ledge. Opposite the windows, inspirational posters with quotes from Ghandi and Martin Luther King, Jr. and posters that shared writing reminders filled the wall. The desks were positioned debate style in an

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attempt to promote student eye contact with each other and with Elaine, and thus authentic, productive conversation. Positioned against the wall directly behind Elaine's desk were numerous two to three level bookshelves which were both organized and overflowing from lack of space, and the white board above the bookcases was filled from top to bottom, left to right with information pertinent to the class, for example, turnitin.com and Schoology class identification numbers and passwords, a bell schedule, and homework due dates. The wall across from Elaine's desk housed another white board and the projection screen.

My first visit was to Elaine's third hour, 12AP class. Present in the class were ten males and eight females. The objective for the day, "Unpacking Grendel Timed Writing" was displayed on the screen for the students to read as they walked into the classroom and prepared for the hour. But first, the students were to use their laptops and the Schoology site to write a poetry explication. They were given ten minutes to begin composing this. While the students were working, Elaine touched base with some students individually on their literary analysis writing. All students were working on their computers. When I asked Elaine if she felt the One-to-One Initiative impacted her role as teacher, she explained it added an element, that of screen monitor because "I have the additional duty of monitoring screens to ensure students are on-task" (Elaine, personal communication, December 16, 2015). This caused a shift in her position both physically and pedagogically because while she circulated throughout the rows when technology was not being used, as I noted on each occasion I visited her classroom, the reason for the roaming was different.

When technology was being utilized, Elaine's position shifted from facilitator to monitor or policing. She shared that in the first year of the One-to-One Initiative (2014-2015) she had

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arranged the student desks so that she was positioned behind them thereby enabling her to see all of their screens. Because she was passionate about their learning and herself pedagogically, she felt the need to make sure the students were on-task and engaged with the prescribed activity. There were no misgivings that with so much available at their fingertips they would be tempted to abandon the activity or just Google the answer.

In another observation the 12AP students (ten males, fourteen females) were asked to work in small groups (three to four) and create posters filled with symbolism they had identified in *Beloved*, Part One. Elaine chose to not incorporate technology into this activity, instead, issuing a box of markers and table length sheets of white paper to each group. The students were to dig through Part One of the novel and determine as a group the symbolism that Toni Morrison used. All of the students seemed excited about using the markers and paper. While the level of interaction was different from group to group, eventually, they each of the groups' members worked together to demonstrate their combined knowledge creating posters that depicted symbolism. Throughout the process, Elaine engaged with each group and asked them to articulate what they had chosen to place on their poster. In a follow up conversation, I asked Elaine to describe her position during the activity. She stated, "I enter the group as a facilitator and join their circle, but I don't break the circle...the students and I are engaged in a conversation about authentic learning" (Elaine, personal communication, November 30, 2015). Hence, her position is one of a comrade in teaching and learning, not as an authoritarian who is policing their actions.

In visiting Elaine's first hour class (10 males, 14 females present), I had the opportunity to observe them analyze the poem "The Second Coming" by William Butler Yeats. The poem

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was projected on the screen, and as class began, Elaine directed their attention to it, explained the purpose of it in relation to the activity they were going to do, and then read the poem aloud.

While she was providing all the necessary information and then reading the poem to the students (the instruction was for them to follow along), many had their laptops up, looking at their screens instead of the projector screen, and not making any sort of eye contact with Elaine or with one another. I wondered how this might make Elaine feel regarding her position with her students.

In a follow-up conversation, I relayed the scenario and asked for her thoughts on it. She explained that in the first year of the One-to-One Initiative implementation, “I was really offended by the inattention. This year, I’m not intimidated with competing with the device. I assert my role in the classroom over the device.” She believes she is a facilitator “regardless and laptops will sometimes inhibit conversation and sometimes encourage conversation” (Elaine, personal communication, October 28, 2015). Through this exchange, I noted the potential difference in how teachers negotiate their position from the first year with the devices to the second year as an important distinction.

At one point in the semester, I observed Elaine conferencing with her students on their literary analysis papers. She was positioned at her desk and would call each student individually to join her at the desk adjacent to hers. The students brought their laptops with them, and the conference was conducted vis-à-vis but through the electronic copy of the writing. In this type of activity, Elaine views herself more in a coaching position. She coaches her students in their writing. While watching Elaine conference with her students, I wondered if she felt her position change in regards to using the devices instead of working through the conversation with the actual paper in hand. She explained, “I don’t feel as much room to nudge the student gently. I

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feel like I need to be more direct and more directive. It limits growth because it's harder for me

to ask questions as opposed to giving direction. Again, it's the idea of subtlety and nuance and

some of that is lost with the devices" (Elaine, personal communication, October 28, 2015).

Additionally, she shared that workshopping with the laptops "slows her down," and "When I had

paper in my hand to work with the students, it was a little easier to make connections with their

writing structure" (Elaine, personal communication, October 28, 2015). Technology forces a

shift in her pedagogical approach in coaching students in their writing. According to Elaine, her

comments are directed, fashioned, and delivered in a different manner. It is with all of this in

mind, Elaine has come to the pedagogical conclusion that

"technology has affected how important it is to teach literature and writing (with an actual pen and paper)—I feel it is far more important now to teach the lessons literature has to offer—and that includes classic literature as well as some of the more modern novels. I feel the learning and thinking that are shaped by actual writing, not composing on keyboards, is an essential 21st Century skill that will help students avoid the '2 click' syndrome where if they do not find an answer within 1 or 2 clicks, they give up looking."

(Elaine, personal communication, December 16, 2015)

Elaine is an experienced teacher who has lived through numerous educational paradigms, and

some may have impacted her pedagogically more than others; however, the One-to-One

Initiative seems to have greatly affected her both in teacher position and in pedagogy because it

forced a shift in her role as facilitator and partner in student learning.

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2. *Technology Concerns Tied to Student Learning and Knowledge Acquisition.*

Throughout my time with Elaine, her students seemed for the most part to be engaged in the task at hand. However, when the laptops were in use, I wondered, to what extent was learning occurring and what knowledge was being formed and acquired? Elaine defines learning “as the acquisition of knowledge and experience” and knowledge “as the product of learning and experience” (Elaine, personal communication, December 16, 2015). When I inquired if she believes technology has had an impact on student learning and knowledge acquisition, she thought “yes,” including, “the idea that it is not necessary for students to learn as much. They can just Google it” (Elaine, personal communication, December 16, 2015). Postman (1993) would agree coining the phrase “learning technologies” as a tool “To make learning more efficient and more interesting” (p. 171). Likewise, Elaine posits that there is an overreliance on “easy access of knowledge,” and that will “disable the ability to discern.” Crockett, Jukes, and Churches (2011), identify that pitfall as well claiming, “Access to information is not the issue. Information is in constant flux and readily available. Rather, learners must become discerning and creative consumers of information” (p.3), and becoming “consumers of information” is exactly what Postman (1993) cautioned in explaining that with learning being solely for efficiency and interest then the product is about “means, not ends; and it offers no pathway to a consideration of educational philosophy...block[ing] the way to such a consideration by beginning with the question of how we should proceed rather than with the question of why” (p. 171). Therefore, the purpose of learning and knowledge is completely renegotiated if not entirely diminished, which mirrors Lyotard’s (1979) *mercantilism* of knowledge.

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In the class where I observed the symbolism activity mentioned above, I asked Elaine in a follow-up conversation if she thought the learning and acquiring of knowledge would change with the incorporation of technology. For example, instead of the students using markers and paper to design their symbolism poster, they designed it on the computer. She thought it would definitely change the learning dynamic because when the devices are in play, it all becomes much more individualistic, and “I have more compliance than engagement” (Elaine, personal communication, November 30, 2015). Additionally, when she enters the group’s circle, the students are engaged in an authentic learning experience. Whereas, when the screen is on, “there is not much thinking going on” (Elaine, personal communication, November 30, 2015). Elaine philosophically stated, “They are wonderfully aware of their learning. The computers are a wonderful way to disengage. When it is a computer driven activity, they can avoid the work of thinking” (Elaine, personal communication, November 30, 2015) because another world is just a swipe away.

Through my observations and our conversations, Elaine painted a clear picture of her position regarding technology and learning, which she demonstrated in the determining when to integrate technology in a lesson and when not to. She shared that she believes her students are “incredibly informed about limited things, curious about little and hugely naïve and easily manipulated” (Elaine, personal communication, December 16, 2015). The consequence of this, she feels, will impact them not only as learners but also as members of society. She explained, “Most students want the answers given to them without understanding the benefit of working to find the answer. This ability to search for truth is an essential component in continuing

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democracy” (Elaine, personal communication, December 16, 2015). It is a severe consequence to consider as it pertains to the students’ futures.

3. Pedagogy Tied to Technology.

With Elaine’s years of teaching experience comes a great respect for pedagogy. She has had many years to reflect upon her practice, her philosophy. She has had many years to inject a renewed energy into her pedagogical self accomplished in part by keeping abreast of new theories and philosophies through study and the implementation of new strategies, techniques, and models. She epitomizes the well-informed yet curious soul who relishes in her professional learning community (PLC) because it consists of one other person who is of the same philosophical mind and encompasses the same breadth and depth of pedagogy that she does. Therefore, it is not surprising that the One-to-One Initiative has affected her pedagogically.

Elaine believes,

“Technology is a tool used to help students achieve to their highest level. However, because of the devices in the classroom, part of what I must also take into consideration now is how addicted my students are to being connected to one another which in turn distracts them from learning.” (Elaine, personal communication, December 16, 2015)

An example of Elaine’s trepidation regarding technology in the classroom is the poetry explication writing referred to in an earlier section. This was an activity Elaine had her students do once a week to engage in critical thinking through poetry analysis in part in preparation for the AP literature exam. When I observed the students working on this first semester, they used

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their laptops and the Schoology site. In conversing with Elaine second semester, she indicated that she no longer allowed the students to compose them on the computer. I inquired as to what had caused the pedagogical decision. She explained that after reflecting with her 12AP/PLC partner they had determined that the technology had interfered with original, authentic thought. They came to the conclusion that “there is a philosophical connection between writing (on paper) and thinking” and when using the computers, “students tended to copy and paste” and “they were sharing documents also” (Elaine, personal communication, October 28, 2015). The learning goal was not being met because the students were not “go[ing] deeply enough into the activity.” With the change in approach second semester, Elaine has seen more depth in their analysis. She surmised, “...there is a tendency to over-rely on the technology and a laziness that comes with the technology. The effort it takes to use paper to pen forces a deeper attentiveness and analysis” (Elaine, personal communication, October 2, 2015).

When observing Elaine’s class conduct a “read-a-thon,” I wondered why she made the decision to not include technology. For the read-a-thon, the students were placed in groups of three or four, armed with a pen or pencil to “grade” a practice AP response they had written on a previous day over the novel *Grendel*. Elaine had numbered each of the essays, thereby affording anonymity, and she distributed one to each of the members of the group. Each “grader” was given a number as well, so as to retain their anonymity. An AP analysis rubric was projected onto the screen for the students to reference. The “Unpacking Grendel Timed Write” provided the students a chance to grade a peer’s response per the AP rubric and learn from the writing itself. Pedagogically, Elaine’s purpose for the activity was to expose her students to their peers’ writing to then use as a tool of inspiration for their own writing, “...to help them construct their

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own writing later” (Elaine, personal communication, October 2, 2015). I wondered why she chose to not have them do this on their laptops. When asked, her reasoning was “When people are reading things off the screen, it’s too easy to make changes that may not be authentic to the experience.” Likewise, “There is such a benefit to reading someone else’s words, and when we put them on the computer, there is a deficit to the authenticity” (Elaine, personal communication, October 2, 2015).

In the *Beloved* symbolism activity I described in the knowledge and learning section, I wondered why Elaine made the pedagogical decision to have the students use paper and markers instead of their laptops. When I inquired, Elaine explained, “One of the challenges in teaching is to get students to think abstractly. When I ask them to do it on their laptops, they tend to stay concrete. When I ask them to use paper and markers, it allows them to move to the abstract space” (Elaine, personal communication, November 30, 2015). In having the desire for her students to think in a different way, abstractly in this instance, Elaine chose to not use computers because she did not have confidence the abstract thinking would occur with the computers in use but would occur if the students were working in a more traditional way.

Throughout my time with Elaine, I ascertained that these types of pedagogical negotiations were ongoing as she attempted to please the district in implementing the devices in lesson planning but also acknowledge herself as a professional whose pedagogical roots run deep. Ultimately, she wants her students’ learning to occur in an authentic, constructive way. At times this happens with the aid of technology; however, she has discovered through teaching with the One-to-One Initiative these past two years that in most instances students’ learning experiences

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are stifled or hijacked with the presence of technology, and conversely, knowledge acquisition and learning is enhanced and organic in the absence of it.

Brandon's Story.

Background.

The fall of 2015 marked Brandon's (pseudonym) twelfth year in education. He has spent all twelve years teaching bouncing among English12 CT, the Radio and Television class, and an IB Introduction to Film class at Northview High School (pseudonym). In addition to teaching, he has coached football, bowling, and baseball for Northview. He is a tall, formidable presence yet has the most caring, considerate heart. For some of his students, he serves as a father figure, touching base with them, lending a sympathetic ear and counsel when needed. He describes his students as having an "equal interest in learning as well as graduating high school" (Brandon, personal communication, September 4, 2015). Most will do the "minimal work just to get by"; however, when inspired, "they are pretty mature and can handle freedoms as well as deep discussion involving novels and life" (Brandon, personal communication, September 4, 2015). This is definitely the impression I took from the four observations I completed in Brandon's fourth hour senior English classroom from September through December 2015.

It is important to note that the twelfth grade classes Brandon teaches are co-taught (CT). This means there is a special education teacher in the classroom as well, and ideally, the general education teacher and special education teacher work as instructional partners. This partnership is analogous to a marriage of sorts in that for the union to work effectively there needs to be a mutual respect for the roles of each, both people have to be committed to the cause, willing to

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give and take, and communicate well. Brandon and his partner have been together for over eight years, which is an incredible success story and an eternity in the CT world.

In describing his role as teacher, Brandon shared that he believes his job is to “guide students in their education” (Brandon, personal communication, September 4, 2015). Additionally, he works to create lessons that will be of high interest to his students and therefore highly engaging. Likewise, he feels that a student is “someone who should have a desire to learn new information and engage with new experiences” (Brandon, personal communication, September 2, 2015). Ultimately, he wants his students to be inspired “to learn on their own and seek to create meaning from information that is presented” (Brandon, personal communication, September 2, 2015). They need to take responsibility for their learning, challenge themselves, and be held accountable for their learning. This philosophy was observed each time I visited Brandon’s classroom, which is large and bright.

In Brandon’s room there is a floor to ceiling window, which is quite coveted by the teachers who have interior rooms and no access to the outside world throughout their eight-hour day. The desks are set up debate style, and there are white boards on both the front and back walls. The teacher’s desk sits at the front of the room in the corner at an angle. A tall black bookcase leans against the brick wall behind the teacher’s desk. It is a little library within the classroom, open to students who would like to borrow a book or two. Visitors are greeted with a splash of blue, thanks to the painted back wall, the rest being red brick and soft white. There is a bulletin board at the front of the room that reaches from the floor to the ceiling and displays important school information, such as a master schedule, NHS meeting dates, and the school’s mission statement. To the right, there are bulletin boards with novel posters, Composition II

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information, and inspirational quotes about the writing journey. A row of cabinets fills the space between the door and the back wall on the right. Colorful plastic crates hold spirals for a variety of classes, not belonging to Brandon. It is a comfortable yet stimulating room. Throughout the 2015 fall semester, I visited Brandon's fourth hour, 12CT class four times: September 4th, October 22nd, November 6th, and November 24th.

Prominent Themes Discovered Within the Narrative Plot.

1. Teacher Positioning Due to Technology.

According to Brandon, he incorporates technology into his classroom activities a few times a week. Throughout my four visits to his fourth hour, I noted some form of technology being implemented three times: twice in the form of an audio recording, and once where his students were navigating the internet to find film reviews for their research paper. When I asked Brandon how he would describe his role as teacher when technology is used in the classroom, and if it differs any from a lesson that does not include technology, he replied,

Yes, I feel my role is more interactive and alert in terms of classroom management, but I feel like I have less to do when students are engaged in learning. The combination of technology and lesson design should give the teacher a back seat to the learning process. We are there to hold hands or guide whenever necessary. (Brandon, personal communication, December 18, 2015)

Brandon's response coincides with Crockett, Jukes, and Churches (2011) who proclaimed that in the 21st Century classroom, the responsibility of learning needs to be shifted from the teacher to

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the learners, and that can be accomplished through the use of technology. It is clear Brandon recognizes the shift in his position, and it can be inferred that he views it as a positive one.

Additionally, he shared during an interview, “Teachers can experience the discomfort of having their limits stretched just like students” (Brandon, personal communication, October 8, 2015).

For some, this stretching and discomfort may cause a feeling of liberation, for others, if it is not implemented with care, respect, and consideration, the result may be a person who feels “...totally dependent, insecure, and permanently threatened—if their work does not belong to them” (Freire, 1970, p.126), thus impacting their position in their work environment.

When observing Brandon, I noted how he positioned himself physically in the room never changed. He stood at either end of the room in the space between the right and left rows of desks. There was a bright orange/red double decker cart on wheels that he used as a podium. He would position himself next to that cart, which typically held his laptop and literature book. If students were working individually he and his co-teacher would circulate amongst the students to check their progress and lend assistance when needed. As stated above, there was only one occasion where I observed an activity where the students were fully engaged with their laptops. Throughout this activity, Brandon’s position did not change. He worked from the laptop on his cart pulling up various examples of where the students could find credible film reviews. As students asked questions, he would answer from where he was standing. Other than for this activity, it appeared that even with the available technology the instruction was still more traditional in nature.

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2. Technology Concerns Tied to Student Learning and Knowledge Acquisition.

In the third interview session, I asked Brandon to provide his definition of learning. He described it as “An active process where a person is engaged with new ideas. They should feel somewhat uncomfortable because the process and/or idea is unfamiliar to them” (Brandon, personal communication, December 16, 2015). When I observed Brandon’s students learning how to navigate the internet to discover sites with credible film reviews, it appeared to be “an active process,” one in which they were “engag[ing] with new ideas.” Although, in a follow-up conversation with Brandon, I inquired if he thought technology had any affect on learning and the acquiring of knowledge. He thought it has had a “significant impact.” Continuing, that since they have “access to so many resources, they don’t always dig as deep into a source as they should.” Instead, they try to take short cuts and read just the abstract or first paragraph, erroneously thinking they have “fully uncovered the source” (Brandon, personal communication, November 24, 2015). This temptation to short cut results in a short cut in learning, which can also be described as limited or no learning.

When discussing technology’s impact on knowledge acquisition, Brandon shared that he believes knowledge is “the product of learning. A familiar structure that becomes the basis for the next learning experience” (Brandon, personal communication, December 18, 2015).

Although through our conversations and time together, it was clear he is a technology enthusiast and views technology in a positive light, in regards to the classroom, he feelings are mixed in that he believes it can have a negative impact because of the distractions it can pose.

Conversely, he also recognizes the positive impact it can have because “the amount of knowledge that can be learned is limitless. Students can learn in new ways” (Brandon, personal

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communication, December 18, 2015). In relation to *mercantilism*, Lyotard (1979) explains this phenomenon as “knowledge [that] will no longer be transmitted *en bloc*, once and for all, ...rather it is and will be served ‘a la carte’ ...”(p. 49). Knowledge and learning as society traditionally defines them take on new meanings and purposes when technology is added to the equation.

3. *Pedagogy Tied to Technology.*

According to Crockett, Jukes, and Churches (2011), in 21st Century pedagogy, “Our jobs as educators will be to move from demanding the compliance of our students to making ourselves progressively redundant.” They continue stating, “The new and different paradigm of teaching and learning is that of progressive withdrawal” (p. 2). With that in mind, when asked if he feels technology has affected how he views pedagogy, Brandon echoed Crockett, Jukes, and Churches stance,

For sure, I feel like we are facilitators now instead of teachers. I feel like there is so much knowledge out there on the Internet that it’s not as important to memorize as much as we used to. I feel that technology has opened doors for students that teachers need to guide them through.” (Brandon, personal communication, December 18, 2015)

To catch a glimpse of this pedagogical shift, I observed a class period in which I knew technology would be utilized in a more interactive manner than just by providing audio recordings for the literature being studied. In the November 24th class period, the students were using their laptops, and Brandon and his co-teacher were facilitating how to find credible film reviews on-line. This instruction was valuable for the students because a film review was an

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element they all needed for their research papers. In the third interview session, I asked Brandon what his curricular goals were when negotiating whether or not to integrating technology into a lesson. He explained that when planning a lesson, he strives to “Engage and challenge students to use the technology to increase rigor while keeping everything relevant” (Brandon, personal communication, December 18, 2015), and by incorporating technology into this research-based activity, the students were able to execute something they felt was useful and interact with a process they were comfortable with, searching the Internet.

While observing Brandon’s students perform this activity, I wondered what this might have looked and sounded like before the One-to-One Initiative placed a laptop in each and every student’s hands. Brandon shared that it makes it so much easier because most students are computer savvy and “intuitively just know where to look” (Brandon, personal communication, November 24, 2015). He went on to compare the past to the present seeming jubilant in the fact that they no longer have to “use books to find old book reviews, which was a big pain” (Brandon, personal communication, November 24, 2015). However, he also shared that while the students are more than capable and some are experts at perusing the Internet, they still have to be “...taught to find credible sources and not just look for what’s easiest. They have to discern between credible work and junk published by some random person without credibility” (Brandon, personal communication, November 24, 2015). It is with this lack of discernment in mind that Brandon’s pedagogical frame shifts from a classroom devoid of technology to one of open access and availability.

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Conclusion

By carefully reflecting on the individual narratives of Mae, Elaine, Brandon, and myself, the opportunity for meaningful conversations about technology, teacher position, and learning and knowledge acquisition comes into existence. With the One-to-One Initiative and programs similar to it trending throughout districts across the country, the more that is explored and discussed regarding the impact the implementation has on teachers and students alike the better served the process and all stakeholders will be. Through this research, it has become evident that more care needs to be taken in the implementation process to avoid the mechanization of teachers and their pedagogical spirits.

In each case notes of Friere (1970, 1992) and Lyotard (1979) are heard, some softer than others, but firmly resonating throughout my participants' and my stories. There are hints of the struggle Freire described of Chilean's in exile in the experiences my participants shared in our time together. The technology mandate served in some ways as an oppressive element forcing us from the land of the familiar, our homelands. We all experienced a shift in position physically, emotionally, and pedagogically, some more subtle than others. Furthermore, the incorporation of technology and the pressure to use it daily in our classrooms cast a shadow of doubt on our professional consciences, particularly Mae's, Elaine's, and mine. The device was bequeathed to us that first year as a savior for ineffective teaching and therefore ineffective learning; however, as was discovered through my research, in the second year of implementation, technology did not take center stage in my participants' and my classroom communities. Instead, it was infrequently incorporated, and when it was utilized, it brought immense suspicion with it to the learning realm. Having already endured it and observed the way in which our students

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responded and interacted with their laptops the previous year, we were all aware and cognizant of the power and control, the grip, it had over and on them. The stories I was able to weave tell of a mandated initiative that major stakeholders did not have a voice in adopting, yet had the potential to impact them on levels most likely not considered.

Chapter Five

Discussion

With the mandate of the One-to-One Initiative in my district in the spring of 2014, I began to internalize how it might transform my classroom and teaching philosophy. There was a realization among all the teachers in my building that it would definitely have some impact, but what shape that impact would take and to what professional depths it would go remained an unknown. Simultaneously, I was immersing myself in Lyotard's *The Post Modern Condition: A Report on Knowledge* (1979) and Freire's *Pedagogy of the Oppressed* (1970) and later *Pedagogy of Hope* (1992). Coincidentally, I had been reading Postman's *Technopoly* (1993), which proved to be an essential companion to Lyotard's (1979) theory of *mercantilism*. This perfect storm of philosophical theories collided with my musings regarding the One-to-One Initiative, bringing forth the two questions to which my research succumbed:

1. How is teacher positioning affected due to the One-to-One Initiative, and how then do teachers narrate that positional change in relationship to the One-to-One Initiative?
2. How do teachers view technology as a pedagogical tool in knowledge and learning, and how do they negotiate the use of technology in pedagogical decisions?

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Jean-Francois Lyotard –Knowledge and Learning.

Through my research, I collected data in order to flesh out how teachers identify technology as a pedagogical tool in knowledge and learning. Viewing my participants' and my stories through the lens of *mercantilism*, I sought to discover if the integration of technology into the classroom through the One-to-One Initiative would transform how teachers define knowledge and learning. If they would, as Lyotard (1979) described, equate knowledge with units of "payment knowledge" and 'investment knowledge'...between units of knowledge exchanged in a daily maintenance framework...versus funds of knowledge dedicated to optimizing the performance of a project" (p. 6). Likewise, if with the technology mandate, the purpose of learning and the way in which students learn becomes blurred, for as Postman (1993) posited, "by definition, there can be no education philosophy that does not address what learning is for" (p. 171), although with the implementation of the One-to-One Initiative, the district's philosophy is to bring students and teachers into the 21st Century and prepare students for both college and career.

While my participants and I all recognize a change in learning and knowledge acquisition, through the interplay of my findings and theories, the conclusion was made that in the second year of the implementation, learning is most often more constructive when technology is not involved. Mae, Elaine, and I all share the opinion that because of the multitude of distractions that come with the utilization of the laptops, and the perceived technological connective addiction, the learning experience is stifled. Likewise, if the purpose of the activity is to facilitate deep, analysis-type thinking and produce original thought, then the students will not

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be able to reach the desired intellectual space because of the temptation to find an “answer” on-line, and then go about their business of staying “connected.”

Brandon shared a similar concern; however, I gleaned in composing his story that his focused more on the superficiality of what students would find and claim as “answers,” which corresponds with the depth of thinking and thereby learning that Mae, Elaine, and I questioned. Comparatively, this mirrors Lyotard’s (1979) statement regarding that “old principle” of knowledge acquisition which is “indissociable from the training (*Bildung*) of minds” rendering that process of learning and the acquisition of knowledge to an “obsolete” fate, resulting in “a choice between the homogeneity and the intrinsic duality of the social, between functional and critical knowledge” (p. 13). Through my participants’ stories, it seems as though pedagogically, teachers struggle at a philosophical level with integrating technology into their daily lessons because while there are benefits, as Brandon expressed, learning is compromised when students are on their laptops. Engagement in the activity is abandoned for the entertainment of what can be found on the Internet, thereby impacting any potential attainment in knowledge.

However, many educators contend that this shift in learning and knowledge is a natural occurrence and progression in educational ecology. For instance, Crockett et al. (2011) claimed,

If our students are to survive, let alone thrive, in the 21st Century culture of technology-driven automation, abundance, and access to global labor markets, then independent thinking and its corollary, creative thinking, hold the highest currency. (p. 7)

They explained that education must undergo a transformation encompassing the philosophy of “developing the full spectrum of cognitive and emotional intelligences” which they assert are

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increasingly required in this 21st Century culture. They advance that this then “is primarily a *headware* or mindset issue, not a hardware issue” (Crockett et al., 2011, p. 4). My research findings argue that teachers acknowledge this need for additional pedagogical strategies that are linked to preparing students for a technologically omnipresent society; however, as Postman (1993) maintains,

Technopoly also encourages insensitivity to what skills may be lost in the acquisition of new ones. It is important to remember what can be done without computers, and it is also important to remind ourselves of what may be lost when we do use them. (p. 120)

Likewise, the independent and creative thinking that Crockett et al. (2011) call for are disused and replaced with superficial, surface level information. When technology is being utilized as the vehicle driving the learning in the classroom, learning and the acquisition of knowledge undoubtedly experience a metamorphosis. Crockett et al. (2011) contended, “we need to rethink our assumptions about instructional design, what constitutes learning, and even what it means to be intelligent” (p. 3). My participants and I agree with this assumption; however, my research indicates we are hesitant to completely immerse ourselves in this pedagogical shift because of how we observe our students become indiscriminant consumers when interacting with technology. They are developing or have already developed into “a person with no commitment and no point of view but with plenty of marketable skills” (Postman, 1993, p. 186), which reflects Lyotard’s (1979) theory of *mercantilism*.

Both Lyotard (1979) and Postman (1993) prognosticated on the power technology would have on society and education through their respective works. By viewing my participants’ and

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my stories through the lens of *mercantilism*, I was able to determine that elements of both theorists are evident in our classrooms due to the implementation of the One-to-One Initiative. Hitherto, the transformation of learning and knowledge acquisition per Lyotard's (1979) philosophy is critical for teachers to consider for its pedagogical ramifications. In the case of my three participants and myself, we overwhelmingly choose not to incorporate technology into our daily lessons, although we do see the importance of the role it plays in our society. Instead, our stories seem to reveal that we place a pedagogical emphasis on student learning and acquisition of knowledge framed in a more traditional way, remaining skeptical of the type of learning, or lack of learning as we fear, that buckles with the integration of technology.

Paulo Freire—Teacher Positioning.

Whenever a person is forced into a situation that introduces new ideas, new concepts, and new mandates, most often the natural, instinctual response is one of fear, fear of the unknown. Following that initial reaction, a plethora of emotions may wash over the unassuming individual, such as excitement, intrigue, doubt, insecurity, and oppression. Regardless of the range or type of emotions, once the person is in the situation, he will have to determine how to negotiate it and how much impact he is going to allow it to have on his person. In the case of the One-to-One Initiative mandate, I wondered whether or not it was causing a positional shift in teachers, and how that translated--emotionally, philosophically, and/or physically. Because of the feelings I was encountering in the spring of 2014 with the One-to-One mandate, I found solace in Friere's (1970, 1992) philosophy on the oppressed and their oppressors, hitherto, framing my research in a quest to discover whether others were experiencing an impact on teacher positioning as well.

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Freire (1970) postulated,

People are fulfilled only to the extent that they create their world...if for a person to be in the world of work is to be totally dependent, insecure, and permanently threatened—if their work does not belong to them—the person cannot be fulfilled. (p. 126)

Ideally, most teachers enter the field of education because they have a yearning to “create their world” and to contribute to the creation of the world through the guided interactions with their students. They embrace the freedom they have in creating meaningful lessons that are relevant to the lives of the students, to society, and to the world. They work to engage their students’ interest and construct an environment where students feel as if they are an integral part of a community of learners. Teachers position themselves to be facilitators in their students’ learning as well as companions in it. They foster an educational environment where the goal is for the lines between (Freire) educator and educand to grow finer depending upon the topic being explored.

Through the interplay between my findings and Freire’s (1970, 1992) theory, I was able to conclude that for Mae, Elaine, and myself, our teacher position underwent a shift with the implementation of the One-to-One Initiative. Brandon’s story revealed a slight change in position, but not to the extent of the other stories. In writing my participants’ stories, it was apparent that all of us felt as though our position changed from a facilitator and companion in the learning process to a policing/authoritative position. As mentioned above, Brandon expressed this the least. For the most part, his physical position stayed the same throughout my

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observations; however, I only noted one instance where technology was an integral part of the activity. He did mention,

I feel like my position has changed in the classroom. I feel like I move around the room more the last two years than I ever did before just to ensure that students are staying on task when they are supposed to. At times, I feel like a parent who has to remind his toddler over and over that she has to sit down while eating dinner. It can be tedious for sure” (Brandon, personal communication, September 4, 2015)

thereby indicating that he does have to monitor more closely students’ actions when technology is utilized in the classroom.

As for Mae, Elaine, and I, we all share a similar thread in our stories: a shift in position from companion in learning to that of policing. Because students are so savvy in moving from one site to another and hiding what they are engaging in instead of the designated activity, as Mae expressed, “I have to make sure they are not instant messaging, throwing on a Netflix episode” (Mae, personal communication, September 2, 2015). Likewise, Elaine explained, “The computers are a wonderful way to disengage. When there are computer driven activities, they can avoid the work because the assignment is a swipe away, and they can just pull it up when I walk by” (Elaine, personal communication, November 30, 2015). With the ability to avoid the desired learning, we find ourselves circulating and hovering to make sure the students are engaging in prescribed activity. While some may argue this is just a different form of monitoring and proximity control, I maintain it is much more than that because of the infinite

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entertainment possibilities that lie at the students' fingertips that immediately sever any presumed level of engagement in learning.

I wondered why it is so difficult for students to stay on task and as a community of learners when technology plays role in the activity. Mae, Elaine, and I indicated this inability to focus on the activity and learning is due in part to the students' "addiction" to what technology offers, entertainment and constant connectivity to their world—not necessarily the world. Elaine will ask, "Are you being distracted by a game? Are you being distracted by Twitter?" (Elaine, personal communication, October 28, 2015), and in the third interview she said when discussing technology's affect on pedagogy, "...because of the devices in the classroom, part of what I must also take into consideration is how addicted our students are to being connected to one another..." (Elaine, personal communication, December 16, 2015). Mae offered a similar refrain saying she, "...joke[s] with them that they are addicts, but I really feel like 'gosh, cut the cord, you can live without it for today'" (Mae, personal communication, September 2, 2015). After listening to a teacher, who was on the technology team and thrilled to have the devices in her classroom, share her frustration last year (2014) over her students' degree of inattentiveness and care to a highly engaging, interactive, technology driven lesson she had crafted for her eleventh grade class, I determined that our sole hurdle in incorporating technology into our classrooms was analogous to teaching an alcoholic how to be a responsible drinker. While the analogy seems extreme and provocative, what the district was mandating we accomplish through the One-to-One Initiative with very few to no blocks in place likened itself to the comparison, and ultimately, caused a shift in our position in the classroom.

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The first year of the One-to-One Initiative, the pressure to incorporate the devices into every lesson, every day was much greater. All professional development revolved around the implementation so much so that I began questioning if administrators viewed their teachers as competent professionals. If they even realized what this mandate would mean for our classroom ecologies. With the compounded threat of walk-throughs looming over our heads, many teachers infused technology into their lessons even if it compromised what they felt was pedagogically good practice. For the first time in seventeen years of teaching, I felt a sense of exile (Freire, 1992). I was having an extremely difficult time “preserv[ing] one’s identity in the relationship between an indispensable *occupation* in the new context, and a *preoccupation* in which the original context has to be reconstituted” (Freire, 1992, p. 25). It was truly a

tumult in our [my] soul, a synthesis of contrasting feelings—the hope of immediate deliverance from the perils that surround us, relief at the absence of the inquisitor...along with, for extension of the tumult of and in the soul, a guilt-feeling at leaving one’s world, one’s soil, the scent of one’s soil, one’s folks. To tumult in the soul belongs also the pain of the broken dream, utopia lost. The danger of losing hope. (Freire, 1992, p. 25)

The One-to-One Initiative and the way in which it was implemented had the power to affect teachers in the way Freire (1992) describes individuals in exile. For teachers, like Mae, Elaine, and Brandon, who embrace the profession in hopes of building strong communities within their classrooms and unforgettable relationships with their students in the midst of inspiring an exuberance for learning, any kind of mandated initiative could manifest itself as an interloper, targeting teacher position.

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What the excavation of my participants' stories revealed was at least in the second year of implementation (2015-2016), the pressure has appeared to lessen and the feeling of being an insect under a magnifying glass with every move being scrutinized per technology use has subsided. When our conversations were rich in pedagogy, I found that none of us take into account the district's focus in using SAMR as a guide to lesson planning. In every interview or follow-up conversation I had and inquired whether or not Mae, Elaine, or Brandon had considered the SAMR model when creating the activities for the hour I visited, the answers always carried a similar tone: "No, not in the least bit" (Mae, personal communication, September 2, 2015); "I would guess Substitution," when asked where an activity would rank on the SAMR scale (Brandon, personal communication, September 4, 2015), and the topic never came up with Elaine because it was not pertinent to any of our conversations per my observations. For myself as a participant, I do not consider SAMR when lesson planning. I do not feel the amount of technology used dictates the rigor or relevance of the learning or the knowledge acquired.

The idea that teachers may feel a degree of oppression and a change in positioning due to the implementation of the One-to-One Initiative was supported through my participants' and my stories. Although the impact on each of us varied, through my research I found that we each experienced in some way a position shift whether it surfaced in the likeness of an authoritarian policing our students' screens or moving to a place of hyper-proximity control. Either way, our positions differed from the facilitator, coach, or companion in learning that were described in the absence of technology, leaving no room for all members of the learning community to be

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educands (Freire, 1992) sharing in the process of critical thinking, learning, and knowledge acquisition.

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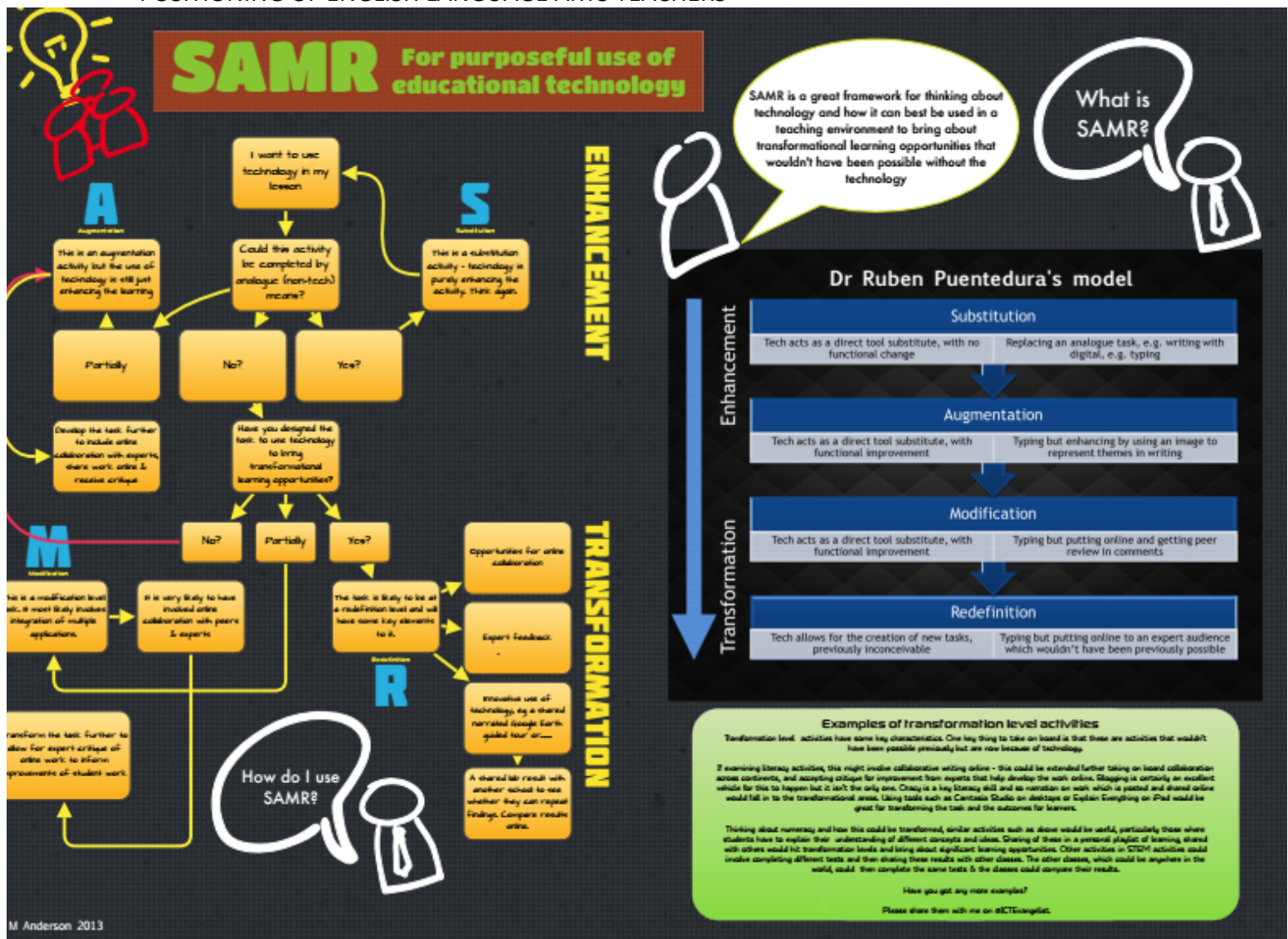


Figure 1. SAMR Flow Chart. This figure shows attributes of the acronym, providing examples for each level.

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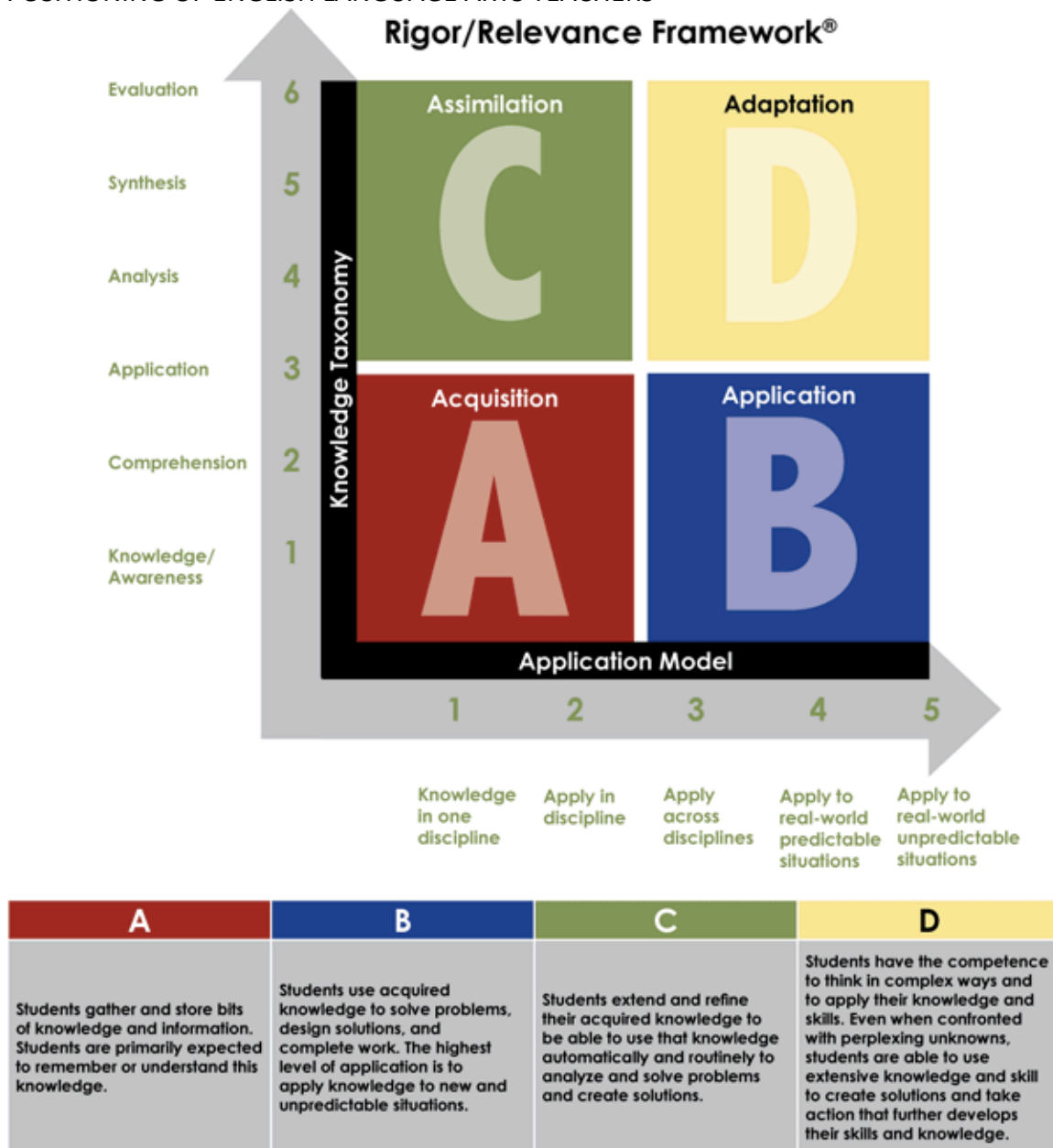


Figure 2. Daggett Rigor/Relevance Framework Graph. This details the specific quadrants, providing examples for each.

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Student Active Engaged In Learning	Student Learning Conversations	Teacher-Led Instruction	Student Work w/Teacher Engaged	Student Work w/Teacher Not Engaged	Complete Disengagement
Students engaged in higher order learning.	Students engaged in active conversations that construct knowledge. Teacher stimulated but not teacher dominant. Higher order thinking is evident.	Students are attentive to teacher- led learning experiences. Discussion may occur but instruction and ideas come primarily from the teacher.	Students are doing seatwork. Teacher support or assistance is evident.	Students are doing seatwork. Teacher support or assistance is NOT evident.	Students are not engaged in learning directly related to the curriculum.
Examples	Examples	Examples	Examples	Examples	
Authentic Project	Socratic Seminar	Lecture	Worksheets	Worksheets	
Coop. Learning	Coop. Learning	Q & A	Book Work	Book Work	
Hands-On	Class Discussion	Teacher Giving Directions	Watching Video	Watching Video	
Problem-Based Learning	Literature Circles	Video Instruction	Test/Quiz	Seatwork	
Demonstrations	Class Debate	Teacher Working Problems	Computer Tutorial	Computer Tutorial	
Research		Intro/Closure	Guided Practice	Independent Practice	

Figure 3. Student Engagement Grid. This is an example of what administrators use during a walk-through to assess student engagement.

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Appendix A

1 st Set	How long have you been teaching?	How long have you been teaching at this school?	Can you describe your students to me?	Can you describe what the role of "teacher" means to you?	Can you describe what the role of "student" means to you?
Mae	I have been teaching for 20 years.	This is my 11 th year at Northwest.	This year the majority of my students are honors and AP students who are college bound and motivated, for the most part. I have a class of 6 freshman who scored low on the MAP test, and they need extra support in different reading strategies.	I believe there are several "parts" to my role as teacher. The first is help my students to become critical thinkers. I want them to look deeper into a text beyond just the literal meaning. I hope to motivate them to always do their best. I'm not sure they best way to express the next part of my role. But I want to be able to help them how to figure out how to work as a student. By that I mean how to deal with others, especially teachers they are having a difficult time with, or a class they are struggling with. How to budget time, to be truthful about their time management, to not make excuses, etc. Things that are going to help them be successful classes and other endeavors. (I hope that makes sense). Finally, I hope to instill in them an appreciation for literature. Of course, I want them to continue reading on their own once they leave me.	A student is someone who does the work they are being asked to do. They don't make excuses and continually work up to their potential. I don't expect all of my students to be A students, but I do expect them to always give me their best effort—without taking shortcuts. I expect them to be honest and respectful—two things I will always give to them.
Elaine	I have been teaching since 1992.	I have been teaching since August, 2004.	The students at SMN are a diverse group. My students include those at the upper tier (English 12AP/College Now) and those with IEP's (Individual Education Plans/Special Ed). They are curious, driven, ambitious, troubled, compassionate, hurt, ill—mentally and physically, bright, distracted and everything in between. In short, my students reflect the normal teenager today.	The role of teaching to me is multi-faceted. I have a directive from the School Board to teach the curriculum, in my case, English. I have an obligation to my students to teach them how to become viable members of my community. That requires me to teach behavior and coping skills, positive self-talk and self advocacy, and the expectations of any community in getting along, progressing. I do this through literature, through stories, and through our daily interactions. The role of teacher also requires assessing each student where they are, and pulling them as far forward as one can—both terms of the curriculum and in terms of maturation. The role of "teacher" is being a facilitator, mentor, counselor, educator, guide, moral compass and boundary developer.	The role of student is to continue to develop—to become a viable, contributing member of our society while working through adolescence.
Brandon	12 years	12 years	My students are seniors who have an equal interest in learning as well as graduating high school. Most of the time they do the minimal work to just get by, but they do get inspired when the right topic or way of learning is present. They are pretty mature and can handle freedoms as well as deep discussion	I feel like my job is to guide students in their education. I find ways to present information and provide activities for students to be engaged in. These days, I feel like students need teachers to	A student is someone who should have a desire to learn new information and engage with new experiences. Students should be inspired to learn on their own and seek to create meaning from information that is presented. Students should be responsible for their learning experiences by challenging themselves and being held accountable for

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			involving novels and life.	be a parent just as much as a teacher, so I try to be as much a father figure as I can to students who need it.	their efforts.
D	Since 1998—18 years	Since 1998—18 years	I teach 12AP, and my students are very concerned about their grades and GPA. In fact, I feel as though they are more concerned about the grade versus their learning, which can be discouraging.	As a teacher, it is my obligation to prepare my students for the next steps in life. I want them to engage in their learning and engage in all aspects of life—culturally, politically, through their community and family. It is my responsibility to encourage intellectual discourse about literature, writing, and life.	The role of student includes opening yourself up to learning, engaging in any content, whether you think you are interested or not, at least giving it a chance. It includes learning about and engaging with those around you, in your varying classrooms. The role of student should be their primary goal; it should be viewed as their “job” at this point, if possible.

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Appendix B

2 nd Set	Describe the overall curricular goals in the implementation of the One-to-One Initiative	Where do these goals come from? Who created them?	Describe how the One-to-One Initiative fits into your school's curricular goals.	Are these school-wide goals? Are they cross-curricular and level?	How often and through what type of venue are these goals revisited and reinforced?	How do you think professional learning time has affected your opinion and implementation of technology?	How often do you use technology in your classes?
Mae	My understanding of the curricular goals for the initiative is that teachers and students are using their computers the majority of the class time. Teachers are expected to work their way up the SAMR model, eventually redefining lessons where the computer/technology redefines the lesson and the outcome.	These are district goals.	Our school has adopted the same goal.	Yes, these goals are expected of all teachers.	As a faculty, we are constantly revisiting these goals in faculty meetings and inservice days. Teachers are given examples of lessons, we look at lessons and decide where they fall on the SAMR model, and administrators conduct classroom walk-throughs where a lesson is evaluated based on the model.	It is frustrating because so much time is spent on how the teacher is fitting the model, and I don't think enough time is spent on talking about the students and what is best for them. I have redesigned lessons to use technology, and find that those lessons are better, but I don't feel the pressure to use the technology all the time. In fact, I have found that cheating has become so much more prevalent and easy for the students, so I tend to have more assignments handwritten or completed in the classroom so I can ensure that I am getting original thought.	Mostly, I use technology to help reduce the amount of paper copies that I make. I will post assignments online in classroom, but then I will require students to complete the work on their own paper. I would say less than 30% of the time I use technology.
Elaine	The overall curricular goals in the implementation of the One-to-One Initiative is to take learning into the 21 st Century—for the teacher to step back and allow the students to become more self-directed in their learning.	I am unsure as to where the goals came from or who created them. I know that One-to-One Initiatives have been around for a while. I know that our District is using the One-to-One Initiative along with Dr. Willard Daggett and his International Center for Leadership in Education and his SAMR goals.	The One-to-One Initiative fits into our school's curricular goals in that we want every student as best prepared for College or Career after high school. Part of College or Career readiness includes technology, understanding how to use it, and hopefully, understanding how to continue to learn.	These goals are school-wide and cross-curricular/cross-level as they are generic to learning, in general. Our goal is to create learners—people who, once they graduate high school, are prepared to positively contribute to their community—whether by continuing into college or by embarking upon a career.	These goals are revisited and reinforced through Professional Development. We have scheduled PD days throughout the year.	Professional learning time has affected my opinion and implementation of technology in a couple of ways. I feel more secure in teaching my students how to effectively use their computers to do some traditional learning: research, exploration, and word processing. In this regard technology is used as a substitution to paper and pencil. Although the professional development has suggested rearranging the way in which I teach, I do not yet have any idea as to how to go about doing that. So far, professional development has just shown me that I need to change, not how to change. We have had so many new directives, I have not fully learned any of them.	I use technology in the classroom nearly every day. I have several platforms that I use with the students for submitting work. I use several sites for grammar or other exercises. I often use some on-line games for reinforcing lessons or for review.
Brandon	To get students engaged in their own learning process by giving them access to unlimited information and new ways of demonstrating their	Not sure exactly. Someone in the district. I don't even know if those are goals but they sound	We are trying to increase rigor and relevance in our school so the MacBooks help with this tremendously. Students all	Yes, these goals are school-wide and reach across the curriculum.	During professional development, speakers come in to present new ways to reach these goals. We also meet	It goes back and forth, hit or miss. We've had a few speakers and activities that really intrigue me. The ones where we are engaged as	A few times a week. They are such a huge distraction if the right activity is not being implemented. For just taking notes or doing an

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	learning.	good.	have equal access to the technology so it also helps fulfill our goal of all means all. Students learn in non-traditional ways using the computers.		monthly as a staff to share new ways of reaching our goals. And, we meet in PLC groups to share information with colleagues who teach the same subject.	learners so we can see what our students go through are the most effective experiences. Teachers can experience the excitement of having their levels stretched and the students	assignment out of the book, it's a lot easier to go back to pen and paper. But the most meaningful and interesting activities we do are on the computer.
D	I'm not sure if they were ever goals specifically stated; however, I inferred that the devices were to level the playing field for all students, enter the 21 st Century by providing all students a tool to help prepare them for college and/or a career, and create more meaningful instruction.	Again, I'm not sure they were ever published anywhere, but the message was delineated through my administration in faculty meetings and professional development.	Infusing technology into lesson planning, aligns with both the state and district (i.e. school) goals to prepare students for college and/or career readiness.	Yes, I would say these are school-wide goals that align with the district. They are cross level and content.	These goals are addressed in faculty meetings and through professional development days. It seems as though the focus was greater within the first year of implementation (2014-15).	Professional development has focused so much on what can be done with the devices, such as imovies, quizlets, etc., but little has been mentioned regarding the pitfalls of the devices. I feel like the difficult conversations that need to be had regarding the technology and its impact on teachers and students are not important. Instead, the focus has been on all the different apps that can be found for free or purchased and the constant updating that has to occur. Additionally, professional days have focused on SAMR and Daggett, which has been somewhat helpful.	I very rarely use technology in my classroom.

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Appendix C

Describe your personal curricular goals in the One-to-One Initiative	When creating lessons that use technology, do you use the SAMR model?	Do you feel that technology has affected how you view pedagogy? If yes, in what ways?	Do you feel that technology has affected your teaching philosophy? If yes, in what ways?	When using the laptops in the classroom, how would you describe your role as teacher? Does it differ any from a lesson that does not include the laptops?	How do you see your personal goals as interacting/opposing /reinforcing the district/school's technology goals?	Has your opinion of the One-to-One Initiative changed from year one to year two? If yes, how so?	How do you define learning?	How do you define knowledge?	What impact, if any, has technology had on student learning and knowledge acquisition, per your definitions?
My personal goal is for students to use their computer to enhance their learning. I want them to see that in the classroom, the computer as a specific role, which does not include playing games or watching videos.	I honestly don't think about the SAMR model when creating lessons. I don't try to force the technology, but I only want to use it when it will enhance their learning.	No, I don't feel that it has.	It definitely has not affected my philosophy of teaching.	One of the things that I find when using laptops in the classroom is I tend to monitor more closely whether they are doing other things (like messaging) instead of the assignment. That is a bigger concern when the laptops are out. I also feel like I answer more technology-based questions as opposed to content-based questions. The one thing I do like, that I find, is that I rely on the students to help me as well. They know more about the technology than I do, so I find them a great resource. That has been a fun part of the use of computers because it feels like we are all working on being problem solvers. The students always seem to know a better shortcut than what I can show them.	A lot of times I feel like my personal goals are in opposition to the school's technology goals. I see the positive of the computers in the language arts classroom. It makes group collaboration so much easier, and there are definite projects where that is useful. It makes research easier as well. But I do not spend a lot of time trying to figure out how to work the technology into my lessons. I don't worry about the SAMR model. If it feels forced, then it is not enhancing the students' or my experience in the classroom. Like I said earlier, I have also found that the students use it to replace original thought or interacting with the text. There is too much googling of quotes or googling for ideas for a paper so I created lessons where students are forced to interact with the text before taking out the computer. For example, when working on our LOTF paper, I gave the students the prompt had them choose a side, and then write down 8 possible quotes they might use in their paper all in class, all before taking out the computer.	What I like about the initiative is that it puts all of our students on the same playing field. They all have access to the same technology and are learning how to use it in the classroom. They have more opportunities to work in groups and to collaborate and problem solve in groups, and those are skills they are going to need wherever they are headed next. That has not changed from the first year to the second. I am still skeptical of all the gimmicky apps and things are presented to use that are seen as good "tools" but really have no educational value. I guess my opinion is still the same—skeptical.	Learning is when students are exploring a text (I'll answer this specific to my English classroom), and either through their own work or through a group, or discussion, they come to a new perspective, or view, or connection to the piece of literature. It requires work on both the teacher and the student to ensure this happens.	Knowledge is what you take away from the learning process—that new perspective or view.	The biggest impact that technology has had is that when working on background for novels, my students now do the research, instead of having me give it to them. So there is more ownership there, and I see them incorporating that information more in their understanding of the work. Other than that, the rest comes from the students work with the text, so the technology doesn't have an impact there.
My personal curricular goals in the One-to-One Initiative are similar to our Districts—I want to help prepare all students to be College or Career ready and to be contributing positively to their community	No, when creating lessons that use technology, I focus first on the desired outcomes and then ways in which students can choose how to express those outcomes	Yes, I do feel that technology has affected how I view pedagogy. Technology is a tool used to help students achieve to their highest level. However, because of the devices in the classroom	I feel that technology has affected how important it is to teach literature and writing (with an actual pen and paper)—I feel it is far more important now to teach the lessons literature	My role of teacher, when using laptops in the classroom includes everything mentioned above plus a new role as a screen monitor—I have the additional duty of monitoring screens to ensure students are on-task	I see my personal goals with the One-to-One Initiative is to help my students work through whatever program our District implements and to continue to work to be College and Career ready. Whatever the goals of my District, it is still my goal to help my students through the awkward business of growing up while helping them to be literate in	From the District level, I do not believe the One-to-One Initiative has changed. However, from most teachers' perspectives, we are relying less on the computers directly integrating them into lessons, but not relying on them solely	I define learning as the acquisition of knowledge and experience.	I define knowledge as the product of learning and experience.	The impact technology has had on student learning and knowledge acquisition is the idea that it is not necessary for students to learn much, they can just "Google" it. While I agree that there is a great deal of information out there, I worry that over-reliance on easy access of knowledge will disable the ability to discern. I find our youth incredibly informed about limited things, curious about little, and hugely naïve and easily manipulated. Most students want the answers given to them without understanding the benefit of working to find the answer. This

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after high school.	with technology as a choice.	part of what I must also take into consideration is how addicted our students are to being connected to one another which in turn distracts them from learning. Part of what I also notice is that the more "connected" students are through technology, the less they know how to connect to actual people, and how to foster interpersonal relationships. With more and more technology, I see more and more difficulty in focusing on tasks, interacting in a healthy manner with others, more depression and anxiety, and less ability to withstand criticism from others.	has to offer—and that includes classic literature as well as some of the more modern novels. I feel the learning and thinking that are shaped by actual writing, not composing on keyboards, is an essential 21 st century skill that will help students avoid the "2-click" syndrome where if they do not find an answer within 1 or 2 clicks, they give up looking.		reading/writing/ and now technology.	and we are encouraging students to THINK whether it is with a device or without one. We are thinking of ways in which to more the One-to-One Initiative into a more One-to-the-World Initiative. We are learning how to do things like Problem Based learning, and we are encouraging our students to choose the ways in which they learn best, but we are focusing on the skills necessary to be successful after high school.			ability to search for truth is an essential component in continuing a democracy.
Engage and challenge students to use the technology to increase rigor while keeping everything relevant.	I'm aware of it. I don't think what level I would place an activity but I do try and move up the scale whenever possible. I feel like students are more engaged with redefinition but it's really hard to create lessons that fully redefine the learning objective/t ask.	For sure. I feel like we are facilitators now instead of teachers. I feel like there is so much knowledge out there on the internet, that it's not as important to memorize as much we used to. I feel that technology has opened doors for students that teachers need to guide them through.	Yes. I think learning is more of a level playing field than ever. With the 1-1 initiative, students all have access to the same resources so there is no excuse. The longer students are exposed to this initiative, the more students will be adept at using it. My philosophy has changed because I feel like more students can be reached now.	Yes, I feel my role is more interactive and alert in terms of classroom management but I feel like I have less to do when students are engaged in learning. The combination of technology and lesson design should give the teacher a back seat to the learning process. We are there to hold hands or guide whenever necessary.	I would like to think I reinforce the goals of the district. I think they have some great ideas for reaching all students if teachers will open their minds to new concepts.	I feel like last year the computers were a huge distraction because it was brand new experience and students were not mature enough to have such freedom. This year they can be a distraction but I think that's more because of lesson design than anything.	An active process where a person is engaged with new ideas. They should feel somewhat uncomfortable because the process and/or the idea is unfamiliar to them.	The product of learning. A familiar structure that becomes the basis for the next learning experience.	I think it has a negative impact in some regards because of the amount of distractions that it can pose. I think it has had a positive impact because the amount of knowledge that can be learned is limitless. Students can learn in new ways. Teachers can borrow and share methods from around the world with the implementation of 1:1 technology initiative.

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When I feel as if the technology will enhance a learning experience and not be more of a distraction than anything else, then I will utilize it with the goal of engaging the students in a different way, perhaps learning and acquiring knowledge in a different way.	Most often, SAMR is an afterthought. If the lesson utilizes technology then I will determine what level it occupies; otherwise, I don't refer to it.	Yes, absolutely. While I believe technology can be effectively used in the classroom, when considering the knowledge I am hoping my students acquire and therefore the learning that is taking place, I must take into account the role that technology fills in their lives. For most, it is an omnipresent being that is their lifeblood. For most, it is an addiction. Pedagogically, I have to keep in mind what is allowed at their fingertips: instant messaging, Netflix, Twitter, Pinterest, Youtube, etc. None of these indulgences are blocked, leaving the door wide open to ultimate distraction. Likewise, while I would like to think my students would never use the technology to help themselves on assignments in class or otherwise, I have to be realistic. Access to "knowledge" is at their fingertips. Who wouldn't be tempted to access it?	Yes, it has reinforced my feelings about the importance of experiencing the process of writing using paper and pen. It has reinforced my feelings about reading a text that you hold in your hands and working through it on your own versus looking up what other people say about the work. It has reinforced my feelings about how important it is to have vis-à-vis conversations, critical dialogue that exists within a group of people who are in the same room, looking into each other's eyes, making references to the text. It has reinforced my feelings in teaching my students that words matter. Words are powerful. Thoughtful consideration regarding what you say or write is paramount.	Ultimately, I would like to see myself as a facilitator; however, in most cases when technology is used, I find myself in the "policing" role versus facilitator because it is second nature for the students to quickly move through the activity so that they can engage in other activities on-line. It becomes very frustrating because as a teacher once shared with me last year, "I created this awesome interactive group lesson with their learning and interest in mind, and all I found myself doing was spending the entire time telling them to get back to work, get off that screen, you should only be on the activity. It was crushing." This came from a teacher who was on the teacher technology team and was very excited and supportive of the One-to-One Initiative.	I feel like most often my curricular goals oppose the school's/district's goals in relation to technology because, especially in the first year (2014-15), the expectation was that technology would take center stage in every single lesson, every single day. I felt that was an unrealistic expectation and one that I did not agree with pedagogically. Technology should be an accessorizing tool in the lesson, not the main event. In a Language Arts class, technology is not needed on a daily basis, especially if you feel strongly about the role of developing critical thinking skills and discourse through the discussion of literature and writing.	I feel slightly better about it this year because I don't feel like it is being forced upon me like it was last year (2014-15). In my 18 years of teaching, I had never worried about an administrator popping into my classroom and evaluating me. In fact, I always appreciated the feedback. Last year, I found myself dreading any drop-ins because I was not using technology on a daily basis, and I knew that would be frowned upon. Instead, they would find my students and me reading out of the literature book, discussing as a group what we were reading, or journaling in a spiral instead of on the computer. This year, while the walk-throughs are done even more often than last year, I'm not as worried about getting reprimanded for not using technology. Now it is the fear of not being in the appropriate Daggett quadrant.	I believe learning occurs when you come to a realization about something, master a concept, solve a problem, or create something new, all of which add to your depth of knowledge and experience.	I believe knowledge is acquired through learning and experience. It is not a commodity to be "purchased."	
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